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ABSTRACT

This guide provides descriptions of standards for assessing students' skills in French as a second language, accompanied by samples of student work in the four language skills (listening comprehension, reading comprehension, writing, and speaking) at each of nine competency levels. An introductory section discusses basic principles in reporting student progress and using the samples included here to assess student work. It also offers background on the samples and describes the process used for their analysis. Four subsequent sections address the four language skill areas. For listening and reading comprehension, performance criteria are detailed for three performance levels (beginning, intermediate, advanced), with examples of student performance for each level. In some cases, samples are for tailored texts in a teaching/testing situation, in others for authentic texts. The sections on oral and written production outline specific features to be assessed at each of the three basic performance levels, with examples offered at nine levels for oral production and seven levels for written production. Appended materials include charts of standards criteria for performance in each language skill area, summaries of reasons for listening to or reading texts, background information contained in the authentic texts (on an accompanying cassette tape), and grids for analysis. Contains 21 references. (MSE)

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FRENCH AS A SECOND LANGUAGE

ED 381 010

Samples of Students' Work: Performance Criteria Accompanied by Illustrations of Students' Performance

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LANGUAGE SERVICES Alberta

FRENCH AS A SECOND LANGUAGE

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Performance Criteria Accompanied by
Illustrations of Students' Performance

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This publication is for:

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Contents

ACKNOWLEDGEMENTS vii

PREFACE ix

INTRODUCTION 1
- Reporting Student Progress 3
- Using the Samples to Assess Students' Work 8
- Background to the Samples Obtained 9
- Process Used for the Analysis of the Samples 10

ASSESSING THE RECEPTIVE SKILLS: LISTENING AND READING COMPREHENSION 17

FEATURES OF FRENCH AS A SECOND LANGUAGE LEARNERS' LISTENING COMPREHENSION 21
- Beginning Level Performance Criteria 21
  - Examples of Beginning Level Students' Listening Comprehension of Tailored Texts in a Teaching/Testing Situation 24
  - Examples of Beginning Level Students' Listening Comprehension of Authentic Texts 27
- Intermediate Level Performance Criteria 30
  - Examples of Intermediate Level Students' Listening Comprehension of Authentic Texts 33
- Advanced Level Performance Criteria 36
  - Examples of Advanced Level Students' Listening Comprehension of Authentic Texts 38

FEATURES OF FRENCH AS A SECOND LANGUAGE LEARNERS' READING COMPREHENSION 41
- Beginning Level Performance Criteria 41
  - Examples of Beginning Level Students' Reading Comprehension of Tailored Texts in a Teaching/Testing Situation 44
  - Examples of Beginning Level Students' Reading Comprehension of Authentic Texts 45
- Intermediate Level Performance Criteria 47
  - Examples of Intermediate Level Students' Reading Comprehension of Authentic Texts in a Teaching/Testing Situation 50
  - Examples of Intermediate Level Students' Reading Comprehension of Authentic Texts 55

- Advanced Level Performance Criteria 60
  - Examples of Advanced Level Students' Reading Comprehension of Authentic Texts in a Teaching/Testing Situation 62
  - Examples of Advanced Level Students' Reading Comprehension of Authentic Texts 63

ASSESSING THE PRODUCTION SKILLS: ORAL AND WRITTEN PRODUCTION 65
- Balancing the Assessment of the Message 65
- Creating Assessment Criteria for Evaluating the Production Skills 69

FEATURES OF FRENCH AS A SECOND LANGUAGE LEARNERS' ORAL PRODUCTION 73
- Beginning Level Performance Criteria 73
  - Examples of Beginning Level 1 77
  - Examples of Beginning Level 2 80
  - Examples of Beginning Level 3 83
- Intermediate Level Performance Criteria 85
  - Examples of Intermediate Level 4 89
  - Examples of Intermediate Level 5 91
  - Examples of Intermediate Level 6 92
- Advanced Level Performance Criteria 93
  - Examples of Advanced Level 7 97
  - Examples of Advanced Level 8 101
  - Examples of Advanced Level 9 103

FEATURES OF FRENCH AS A SECOND LANGUAGE LEARNERS' WRITTEN PRODUCTION 105
- Beginning Level Performance Criteria 105
  - Examples of Beginning Level 2 108
  - Examples of Beginning Level 3 118
- Intermediate Level Performance Criteria 132
  - Examples of Intermediate Level 4 136
  - Examples of Intermediate Level 5 138
  - Examples of Intermediate Level 6 144
- Advanced Level Performance Criteria 151
  - Examples of Advanced Level 7 155

APPENDICES 167

- Appendix A: Standards Criteria for Performance in the Four Language Skill Areas 169
- Appendix B: Summary Tables for Reasons for Listening to or Reading Texts 193
- Appendix C: Background Information Contained in the Authentic Listening/Reading Texts 195
- Appendix D: Analysis, Profile and Assessment Grids 199

GLOSSARY 207

REFERENCES 209

FSL
samples

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Preface

The purpose of this document is to provide students, teachers, parents, and administrators with descriptions of assessment standards, accompanied by samples of students' work in the four language skills at each of the nine language competency levels of the French as a Second Language Program of Studies, so as to be able to define and describe clearly the language performance and competency levels of students. Bearing this in mind, this document is not meant to be read from page one to the end, but rather, it is written in such a format that the reader may use the document in a number of ways, depending on the reader's needs.

The document has been set up so that readers can select the section or sections they would like to read, or need to read, using the detailed table of contents to determine which sections are required. Depending on the situation, readers may find it appropriate to start with the assessment standards and work through the document, using the assessment standards as the focal point, and reviewing each language skill as it relates to the page references given in the assessment standards section. Or, readers may wish to focus on one skill at a time, so as to become more familiar with the samples and the descriptors, resorting to the assessment standards, at the end, as the basis for developing criteria for evaluating their own students' work. Or, readers may like to view the samples and analyses first and then read the assessment standards so as to be able to identify the level at which their students are performing in order to determine appropriate teaching and evaluative actions which need to be taken.

These are only three of a number of ways in which the document may be used. As demonstrated, there is sufficient flexibility built into the document so that readers can choose the course which best suits their needs. In order to use the document to its fullest potential, then, it is important to decide what your needs are and to subsequently choose the way in which you will read and use the document to fulfill those needs.

Introduction

The purpose of this document is to present **assessment standards** for French as a second language which include performance criteria for each level and language skill of the program, suggestions for reporting student achievement and examples of students' work in the four language skills — listening and reading comprehension and oral and written production, which will assist teachers in assessing students' language performance as it relates to the curriculum standards of the Program of Studies for French as a second language, ECS - grade 12.

Curriculum standards define the general and specific learner expectations for a program, identifying student achievement as it relates to students' knowledge, skills and attitudes. In the context of the French as second language program, these curriculum standards are also defined within a program that describes nine language competency levels. These standards represent the communicative growth of students along a continuum that is ever-increasing in communicative, cultural, linguistic and strategic abilities as students move through the program. Within these curriculum standards a student's performance can be assessed by degrees of success. These degrees are defined as **acceptable standards** or **standards of excellence.**

In the French as a second language program, the language skill performance standards, which are described in this document, refer to the **acceptable standard** for a specific level, meaning that if the student has successfully completed all of the learner expectations of the level, he or she is ready to move on to the next level. This means that students should be demonstrating, on a fairly consistent basis, the ability to understand and use the communicative, cultural, linguistic and strategic elements described in the Program of Studies at least 60 percent of the time. For example, if a student is at the **Beginning 1** level, he or she must be able to demonstrate the acceptable performance described above in order to move on to the next level. However, in order to maintain this standard at the **Beginning 2** level, the student must now maintain the previous standard with at least 80 percent accuracy, while developing the learner expectations of the **Beginning 2** level, since the present level's knowledge and skill development is based on the attainment and maintenance of the previous level.

A **standard of excellence**, in this program, refers to those students who are performing certain features of a superior level, but are not able to use these features consistently in order to be fully functional at that level, while at the same time being able to understand and use the communicative, cultural, linguistic and strategic elements at least 80 percent or more of the time at the level that they are presently developing. For example, a student demonstrating a standard of excellence at the **Beginning 3** level can perform at the **Beginning 3** level with at least 80 percent accuracy and will exhibit some features of the **Intermediate 4** level, with some success, but not with consistency.

To distinguish between these two types of standards, teachers need to use **assessment standards**, which will delineate what is being evaluated through the use of clear and precise criteria. These criteria will assist teachers in judging students' language performance in terms of how well students are meeting the curriculum standards. The samples found in this document demonstrate that students are meeting acceptable standards. However, the distinction between an acceptable standard and a standard of excellence is best quantified in the sample model tests being developed for French as a second language. The criteria used to judge students' performance are outlined in the form of rubrics and cut scores which are found in the appendices of these tests. To ensure that these tests correlate with the curriculum standards of the Program of Studies for French as a second language, the tests provide a detailed description of the conceptual framework for the test (how it was designed) and include a table of specifications (blueprint) for the test, so that evaluators will know how the test items were distributed in terms of the language skills tested, the performance evaluated, the format of the test item and the mental processes being used in the test item. Evaluators are encouraged to study these tests for a better understanding of assessment standards.

The purpose behind all of these documents, then, is to provide educators with a complete package of evaluation instruments which can inform students, fellow teachers, administrators and parents about a student's French language performance. As a result, this Samples document is one component of this package, providing information on students' French language performance in the four language skills. These examples, then, are intended to assist teachers in determining and assessing language performance in each of the nine language competency levels as they relate to the program. The examples found in this document represent the full range of levels from the **Beginning** to the **Advanced** levels of the Program of Studies for French as a second language, ECS - grade 12. They illustrate where the students are in the program in the 1993-94 school year, after three years of implementation of the **Beginning** level of the program.

Accordingly, because different communicative tasks require varying degrees of language complexity, precision of language use, sociolinguistic competencies and strategic use in order to be able to carry out successfully a particular communicative task, within a given language skill, it is necessary to present a number of ways in which students can demonstrate their language competency. As a result, examples in a variety of communicative tasks, in different language skill areas, are provided, such as: understanding a public announcement, classified ads which communicate simple concrete messages, or telephone conversations which try to convince someone to do something, publicity posters to promote safety, etc., so that teachers can use these examples as reference points when assessing their own students' performance. As the program enters the full implementation phase within the next three years, it is also envisioned that another sampling of examples at all levels will be obtained to illustrate the variety of language tasks which students are able to carry out.

As a means of assisting teachers in this process, then, this document contains:

- a description of the terminology relating to standards,
- suggestions for reporting progress,
- suggestions for the development and assessment of the four language skills,
- general descriptions of the performance features of the language skills as they pertain to each level of the program,
- examples of students' work, and
- an analysis of each example which describes the main features demonstrated by the example as they relate to the specific learner expectations of the level.

The information provided by the analysis is intended to give teachers an overview of the students' work and the manner in which the work can be described. When using the descriptions, it is important to consider that the students' work can demonstrate characteristics of other levels, but that the level assigned is due to the main features that the work illustrates.

The appendices of this document contain summary tables of the standards criteria for performance in the four language skills and grids for analysis, profiling and evaluation of the languages skills, which can be used by teachers.

The entire document, then, is to be used as a reference tool for defining students' language performance as it relates to the program's curriculum standards.

REPORTING STUDENT PROGRESS

An important aspect of the French as a second language program is providing information to students, parents, teachers and administrators about the communicative language performance of students during the course of a lesson, a unit or the entire year. Traditional formats of reporting students' progress, such as multiple choice paper and pencil tests or rote memory grammar tests which evaluate discrete items of knowledge and not the application of this knowledge, must change in order to reflect the needs of an experiential/communicative approach to language learning. This approach includes activities which are task-based, requiring students to engage in authentic language situations which demonstrate their performance *vis à vis* the ability to comprehend the language, orally and in written form, and the ability to communicate their intents effectively orally and in written form. Therefore, assessment instruments which reflect an experiential/communicative task-based philosophy and measure the language skills, both quantitatively and qualitatively, are the only way in which this may be accomplished.

Enhanced assessment which goes beyond the standard notation format (e.g., percentages) is composed of a variety of evaluative instruments which provide students with information on their progress over the course of a school year. This type of assessment involves formalizing

an evaluation plan as to how data will be gathered and the recording procedures used to quantify and qualify this information. As such, these assessment procedures can be carried out in a number of ways, such as: task-based assessments which principally judge students' performance through the use of criteria indicating **what** they know and **how** they are applying this knowledge, anecdotal notes from informal or formal observation sessions, evaluations of individual or class projects, self-evaluations and portfolio assessment. Assessment of this sort focuses on student learning and student success. Moreover, it also assists teachers, students, parents and administrators in identifying the students' weaknesses in a more positive fashion so as to develop effective teaching and learning strategies. In turn, it will also assist students in improving in these areas and help decrease the chances of learning deficiencies remaining undetected.

One way in which students' progress in the French as a second language program can be reported is through the use of portfolios and language competency profiling. A portfolio involves the organized collection of a variety of examples of students' work in the four language skill areas, which is illustrative of the attainment of instructional objectives and performance-based outcomes. The samples are also accompanied by analyses and descriptions of the work. The portfolio contains examples of students' oral and written productions and examples of **how** students are demonstrating their level of oral and written comprehension in a variety of texts. However, portfolios do **not** contain every single piece of students' work done during the course of the year. Rather, it represents the "students' language learning journey" (Powell) as they progress through the levels. The annotated descriptions which accompany the portfolio are given in holistic terms which inform students, parents and any other interested parties of the range of authentic communicative tasks which students are capable of carrying out and to what degree. In addition, the portfolio illustrates the strengths and weaknesses of the students' abilities as they relate to each of the language skills and the components of the Program of Studies. The portfolio also includes students' reflections on their own work and may include parental feedback if so desired. Including students' participation in the development and maintenance of the portfolio requires students to be actively involved in the learning process and the acquisition of the language skills. Portfolios also allow students the autonomy to decide what should be contained in their portfolio as a means of making them more accountable for their own learning.

The advantage of portfolio assessment is that the language samples can be used for placement as well as diagnostic purposes. In addition, this type of assessment demonstrates to students, and others who wish to view the portfolio, the progress which has been made in concrete terms, as opposed to the sole reliance on a mark for information. This can be quite motivating for students, because they can trace their progress from the beginning to the end of the school year, or semester, or from year to year. It also allows them access to their own communicative growth, so that they can see how the same communicative tasks can be carried out at different language levels and how the same tasks will vary in their richness

and precision as students move along the levels' continuum. This information should be shared not only with students, but also with parents, other teachers, administrators and future employers as an indication of the students' language competency as it relates to the Program of Studies for French as a second language.

The process of incorporating a portfolio assessment procedure into an already established evaluation plan can often be a complex and arduous task, which takes time and careful planning, but once in place, becomes a routine rather than a burden. However, in order for portfolios to have educational value, an organized system for gathering examples of student work and a marking schema must be in place from the onset. Students must be informed right from the start as to the contents of the portfolio and the criteria which will be used to judge the contents contained in the portfolio. Students also need to know the reason behind the use of portfolios and how the portfolio fits into the entire evaluation plan, i.e., in relation to other summative evaluation instruments, such as the marking of assignments and tests, or that its use is intended for placement in the next communicative language level, or for challenge purposes at the senior high school level.

To facilitate the assessment of the portfolio, the "Language Competency Profile," found in Appendix D, has been created as one method which can be used to describe what students are capable of doing in each of the four language skills and to what degree. It provides a global picture of students' language performance as it relates to the learner expectations of the Program of Studies. If necessary, the global statements can be quantified using a rubric system which will further define whether students are performing at an acceptable standard, at a standard of excellence, or are not performing at all. Profiles for each language skill can also be used for diagnostic or reporting purposes in much the same way and are included in Appendix D.

What follows is an example of how a sample, which has been analyzed, can now be profiled for assessment purposes. Although the first example is given in a qualified fashion, language competency profiling may also be quantified in terms of percentages or using a point system. The second example demonstrates how a year-end language competency profile may be written so as to provide information on placement for the following year, in addition to describing the degree of attainment of the level as it relates to the achievement standard.

As will be seen, reporting student progress is no longer limited to providing students with a mark, but requires a variety of ways in which students can be informed of their progress. This particular document will provide the necessary information needed to be able to report students' language performance in qualitative terms for portfolio, anecdotal, diagnostic or report card purposes.

EXAMPLE No. 1 — ORAL PRODUCTION PROFILE

Beginning 3 — Example No. 1 (analysis on p. 83)

Name: _____ **Type of Communicative Task:** *A weather report for radio*

Date: _____ **Type of Communicative Intent:** *Informing someone of weather conditions*

Experience/Communication: - *able to link a series of simple sentences to create a weather report* - *messages are appropriate to weather report; intents clear and obvious* - *is able to provide in a prepared manner sufficient information as it relates to the presentation of minimum and maximum temperatures and for the most part, appropriate weather conditions (only 1 example was not consistent with weather conditions)* *(meeting the acceptable standard)*	**Culture:** - *demonstrates cultural knowledge, since able to identify a Francophone presence in Alberta by naming appropriate areas, such as Beaumont and Legal* - *demonstrates ability to use appropriate simple social conventions such as "Bonjour," "Merci," "Au revoir"* *(meeting the acceptable standard)*
Language: - *has used appropriate vocabulary related to the context and task* - *is still exhibiting some difficulty with pronunciation of final consonants especially /s/ and some vowel sounds /uil/, /ail/, /ou/ but these errors do not interfere with comprehension of the message* - *has acquired the use of the present tense, but some hesitations are evident with new language structures which are at the developmental stage; however, this is appropriate for this level* *(meeting the acceptable standard)*	**General Language Education:** - *has used knowledge of the elements of a weather report in order to create his own report (cognitive)* - *has added humour to his text, which shows a positive attitude towards the language and the willingness to take the risk to create a message (socio-affective)* - *has been able to follow directions to carry out the assignment successfully (metacognitive)* *(meeting the acceptable standard)*

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EXAMPLE No. 2 — LANGUAGE COMPETENCY PROFILE

Name: *Any student in Alberta* **Date:** *June 25, 1994*

Grade/Level: *Six/Beginning Level 2*

Language Skill / Component	Oral Comprehension	Reading Comprehension	Oral Production	Written Production
Experience/ Communication	- able to understand simple messages in 60% of the cases, by pulling out isolated words and phrases in French related to appropriate social conventions and related vocabulary in structured situations, such as short announcements	- able to understand simple words and messages in 75% of the cases, by pulling out isolated words and phrases in French to demonstrate global understanding of simple texts, like classified ads or simple notes	- able to list, name, respond to simple questions and describe in a simple fashion, in all fields of the level, at least 60% of the time with tasks such as asking simple questions in a conversation, leaving simple messages on an answering machine, etc.	- able to write simple lists, create simple classified ads and posters, in all fields of the level, at least 75% of the time
Culture	N/A	N/A	- able to use appropriate simple social conventions in structured situations at least 70% of the time	- able to use appropriate simple social conventions in structured situations following a model in at least 75% of the cases
Language	N/A	N/A	- able to use vocabulary and grammar of the level with at least 70% accuracy - some problem with word order noted, but minimal - accent acceptable	- able to use vocabulary and grammar of the level with at least 75% accuracy - some problem with word order, but once again – minimal - spelling accurate at least 75% of the time
General Language Education	- able to use word families and cognates effectively to facilitate the understanding of the language in at least 70% of the oral texts	- able to use word families, cognates, visual and contextual clues effectively in 70% of the reading texts to demonstrate understanding	- using strategies of the level, such as risk-taking, gestures and modelling, to communicate the message effectively in at least 60% of the oral tasks	- able to use strategies such as copying, modelling and own reference material with at least 75% accuracy to communicate written messages effectively

General Comments

- *meeting acceptable standard for Beginning Level 2 – able to move on to Beginning Level 3*

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USING THE SAMPLES TO ASSESS STUDENTS' WORK

As was mentioned previously, evaluation is an integral part of assisting students in improving their ability to comprehend and use the language for real communicative purposes. As a result, it is important to provide students with ample guidelines for using the language in authentic situations in order to improve their understanding of oral and written texts and to further improve their ability to produce both orally and in written form. The ultimate goal of evaluation and assessment, therefore, must be to assist students in refining their language competency. The purpose of the examples in this document, then, is to provide teachers with concrete examples of what students are capable of doing in the different language skill areas. These examples can then be used by teachers to measure their own students' work to determine if their students are demonstrating similar features at the same level. As in all language development not all skills are acquired equally. However, when placing students along the continuum of language competency, students will tend to demonstrate some features of a higher level and others of a lower level, but, in general, they will fall within the parameters of one particular level. As a result, the analyses provided in the document present the features of students' work that are most reflective of a particular level of the Program of Studies. The examples, then, are to be used in this fashion:

- The examples are intended to assist teachers in assessing and reporting on their students' performance as it relates to the curriculum standards of the Program of Studies for French as a second language, by providing a common understanding, in the form of feature descriptions, to facilitate communication between teachers, students, administrators and parents.

- The examples provide a variety of ways in which students can demonstrate their performance *vis-à-vis* the four language skills and emphasize the importance of allowing students the opportunity to be assessed on communicative task performance as well as test performance.

- The examples can be used by teachers to determine where their students fall on the language developmental continuum either for remedial or placement purposes.

- The examples are also intended to assist teachers in adding to their repertoire of assessment practices, by providing them with ways in which to annotate their own students' work.

BACKGROUND TO THE SAMPLES OBTAINED

Samples were collected in each of the four language skills so as to provide teachers with the necessary information which will assist them in the assessment process in their own classrooms. The listening and reading comprehension examples were obtained from a number of Alberta schools, using selected types of texts, in order to determine the features that students exhibit at different levels of comprehension.

For these two skills, students were presented with a number of different unfamiliar texts and were asked to either listen to or read the text to determine what content they were able to understand and how they were demonstrating comprehension of the various texts. The students were given three listening texts and three reading texts of varying degrees of difficulty to determine if they were exhibiting similar behaviours in the amount of material they were able to comprehend and the way in which they were demonstrating comprehension. Students were instructed, in English, to choose one of five ways in which to demonstrate their comprehension by writing down everything they could understand, whether it was general or specific information. Students were free to choose the manner in which they felt most comfortable in order to demonstrate how much of the text they were understanding. The five alternatives presented were: 1) using only English, 2) drawing a picture, graph or diagram, 3) writing down just the French words they understood, 4) writing down full French sentences they understood or 5) writing a summary in French of what they understood. Students were asked to identify which of the alternatives would be the most difficult and which would be the easiest, and how this would effect the way in which they understood the message. This was done in order to allow students to make a decision regarding their own comfort zone, and also to let them know that their decision meant something in terms of competency levels. As a result, students asked if they could use a combination of the alternatives presented and were told they could do so.

For the listening texts, students were asked: 1) to identify where they would hear this listening text, 2) to define what kind of text it was, and 3) to identify the information they were able to comprehend. They were allowed to hear the authentic texts **twice** to see how much more they were able to understand upon hearing the texts a second time. For the reading texts, they were asked: 1) to identify what type of text it was, for example a classified ad, a poem, a short story, etc., 2) to provide the context clues which aided them in deriving this conclusion and 3) to identify what content they were able to comprehend.

The oral and written samples were collected from a number of Alberta classrooms by means of two different procedures. The first set of examples were obtained from a number of school jurisdictions in the province who were contacted by letter and asked to participate. A second set of samples were collected from different teachers in Alberta who were given educational projects created by the Alberta Education's Language Services Branch in order to control more variables relating to certain communicative tasks. This was also done so that

comparisons could be made across the same field of experience at different communicative language levels and to determine if the students had been able to carry out the tasks individually and to what degree. As a result, the analyses which accompany each sample provide some background on the samples, so that readers will be able to understand the context in which the samples were obtained.

In addition, the examples used in the document were chosen from amongst a wide sampling of students' work. These samples should be viewed as unique in the sense that no two people will ever create the same thing twice no matter how constant the teaching is. As such, two factors will constantly intervene in any selection process — creativity and individualism, two factors which must be respected. In light of this, the examples do reflect features of a level as they relate to the communicative task and should be viewed in this manner.

PROCESS USED FOR THE ANALYSIS OF THE SAMPLES

For the **listening comprehension** section, the first step taken was to determine from the texts used what kind of information was considered important and pertinent to listen for, so as to have a basis for the content aspect. Once all of the listening examples were obtained, they were then grouped according to the way in which the students where demonstrating comprehension, as outlined previously. Next, the examples were analyzed for the **amount of information** which was understood, what **kind of information** was understood, i.e., were the students describing general information or providing specific details, and **how** were the students demonstrating comprehension, that is, were the students using only English, a combination of English and French or only French? For example, in the case of the public announcement, students might have demonstrated comprehension by being able to state in English that this was an announcement one would hear in a shopping mall but that was all they understood. Or, on the other hand, they were able to identify the exact name of the store and that they were hearing price reductions, using only French to demonstrate this comprehension. It was this kind of distinction between general and specific information, and the manner in which students were demonstrating comprehension which were used as criteria for assessing the students' level of comprehension. The same process was used for assessing **reading comprehension** levels.

For the **production skills**, oral and written grids were created for the purposes of analysis (found in Appendix D). It was felt that it would be more efficient to use an analysis format based on questions, so that one could better focus on one component at a time. In addition, the question format assisted in looking at the various facets of each component as a means of ensuring that all components of the Program of Studies were being assessed and that each component's characteristics were being identified.

To analyze the **oral production skill**, three different listening phases were carried out, each time focusing on a specific component of the Program of Studies. The first phase was based on the communication of the message, the second on the precision of the language and the vocabulary used, and the third phase focused on the cultural and general language education components. During each phase, notes were made pertaining to the types of features being exhibited in terms of communicative ability, strengths and weaknesses in language use (i.e., language precision), socio-cultural knowledge demonstrated and strategies employed. Once the analysis had been completed the information obtained was matched against the curriculum standards of the Program of Studies and a level of language competency was assigned.

For the **written production**, three different phases were also carried out. The first phase focused on the meaning of the messages and the intents being expressed. The second phase focused on sentence structure, linguistic usage (verb tenses and agreement), vocabulary usage and spelling. The third phase dealt with determining the sociolinguistic and strategic usage employed by the students. During each phase of the analysis, notes were made relating to the students' communicative ability, the strengths and weaknesses of the language being used, and annotations were made regarding the cultural knowledge and the strategies being employed.

What follows are examples of how the analysis was carried out for the two production skills. These are here for illustrative purposes and do not relate to any particular example within this document.

ORAL PRODUCTION ANALYSIS

FIELD OF EXPERIENCE: Community

TYPE OF COMMUNICATIVE TASK: Informal conversation

Denotes type of real life activity

Form of presentation

TYPE OF TEXT: (Concrete Prepared) Concrete Spontaneous Abstract Prepared Abstract Spontaneous

TYPE OF COMMUNICATIVE INTENT: Giving directions

Purpose of production

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase I) 1. **Experience/ Communication**	**1. How is the message formed?** - non-verbally ☐ - isolated words ☐ - phrases ☐ - simple sentences ☑ - linked simple sentences ☐ - complex sentences ☐ - combination of simple and complex sentences ☐ **2. Is the message ...?** - unintelligible ☐ - clear ☑ - appropriate to the type of text ☑ - obvious ☑ - precise ☐ **3. Does the message provide ...?** - sufficient information ☑ - accurate information ☐
(Phase II) 2. **Language**	**4. Is the vocabulary ...?** - inappropriate to the task ☐ - limited ☑ - rich ☐ - appropriate to the task ☑ - varied ☐ Number of errors: 0 (1) 2 3 4 5 6 7 8 9 10 or more. **5. Is the student demonstrating ...?** - faulty pronunciation which interferes with the comprehension of the message ☐ - some faulty pronunciation which does not interfere with the comprehension of the message ☑ - near natural pronunciation ☐ Number of errors: 0 1 (2) 3 4 5 6 7 8 9 10 or more. **6. Are the ideas organized ...?** - sequentially ☑ - in a logical fashion ☐ - showing appropriate development (coherence) ☐ **7. Is there cohesion at ...?** - the word order level ☑ - the sentence level ☐ - the paragraph level ☐ - the discourse level ☐ **8. Is the grammar usage appropriate at ...?** - the verb tense level ☑ - the agreement level (e.g., gender, adjective, plurality, verb) ☐ - the relative clause level ☐ - the discourse level ☐ Number of errors: 0 1 (2) 3 4 5 6 7 8 9 10 or more.

First phase emphasis – communication

Second phase emphasis – language usage (vocabulary, pronunciation, grammar, coherence and cohesion of ideas)

final "s" in temps and ... tu vas demain?

some problems with imperative - 2 errors noted

cont'd . . .

. . . cont'd

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase III)	**9. To facilitate the comprehension of the message produced, the student used:**
3. Culture	- culturally appropriate information ☐ - culturally appropriate conventions ☑ *used appropriate salutation and leave-taking conventions* - culturally appropriate gestures, social space, etc. ☐
Third phase emphasis – sociolinguistic and strategic usage	• non-verbal expressions, such as: - gestures ☑ - drawings ☑ - facial expressions ☐
4. General Language Education	• verbal expressions, such as: - repetition ☐ - definitions ☐ - circumlocution ☐ - paraphrasing ☐
	• specific strategies, such as: - modelling an oral production ☑ *followed model presented* - resorting to a dictionary ☐ - taking the risk to express a message orally ☑ - using self-correction techniques ☐ - using first language referents to create a message (life experiences, cognates, knowledge of text types, etc.) ☑
	10. Other information:

Communicative language competency level: *Beginning 3*

Assigned by determining the main features being demonstrated

FSL *samples*

WRITTEN PRODUCTION ANALYSIS

FIELD OF EXPERIENCE: Adolescents and the law

TYPE OF COMMUNICATIVE TASK: Writing an article

Denotes type of real life activity

Form of presentation

TYPE OF TEXT: Concrete Prepared | Concrete Spontaneous | (Abstract Prepared) | Abstract Spontaneous

TYPE OF COMMUNICATIVE INTENT: Presenting an opinion

Purpose of production

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase I) 1. **Experience/ Communication** *First phase emphasis – communication*	**1. How is the message formed?** - non-verbally ☐ - isolated words ☐ - phrases ☐ - simple sentences ☐ - linked simple sentences ☐ - complex sentences only ☐ - combination of simple and complex sentences ☑ **2. Is the message ...?** - unintelligible ☐ - clear ☑ - appropriate to the type of text ☑ - obvious ☑ - precise ☐ **3. Does the message provide ...?** - sufficient information ☑ - accurate information ☐
(Phase II) 2. **Language** *Second phase emphasis – language usage (vocabulary, spelling, grammar, coherence and cohesion of ideas)*	**4. Is the vocabulary ...?** - inappropriate to the task ☐ - limited ☑ - rich ☐ - appropriate to the task ☑ - varied ☑ Number of errors: (0) 1 2 3 4 5 6 7 8 9 10 or more. **5. Is the spelling appropriate at ...?** - the word level ☑ - the agreement level ☐ - the verb tense level ☐ - the relative clause level ☐ Number of errors: 0 1 2 (3) 4 5 6 7 8 9 10 or more. *3 errors in agreement noted plurality* **6. Are the ideas organized ...?** - sequentially ☑ - in a logical fashion ☑ - showing appropriate development (coherence) ☑ **7. Is there cohesion at ...?** - the word order level ☑ - the sentence level ☑ - the paragraph level ☑ - the discourse level ☑ **8. Is the grammar usage appropriate at ...?** - the verb tense level ☐ - the agreement level (e.g., gender, adjective, plurality, verb) ☑ - the relative clause level ☑ - the discourse level ☑ Number of errors: 0 1 2 3 4 5 (6) 7 8 9 10 or more. *good use of direct object replacement, some errors in verb agreement using "laquelle", ce qui*

cont'd . . .

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. . . cont'd

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase III)	**9. To facilitate the comprehension of the message produced, the student:**
3. **Culture**	- used culturally appropriate information ☐ - used culturally appropriate conventions ☑ - copied a model ☐ - used a dictionary ☐ - used an edited version ☑ - followed a writing plan ☑ - followed a model ☐ - took the risk to get the message across ☑ - used first language referents to create a message (life experiences, cognates, knowledge of text types, etc.) ☐
4. **General Language Education**	**10. Other information:** - *used an article format* - *selected own criteria for grammar usage*

Third phase emphasis sociolinguistic and strategic usage

Communicative language competency level: *Advanced 7*

Assigned by determining the main features being demonstrated

Once the analysis of the example had been completed, an annotation for each example was written so as to provide the reader with a full description of the features being portrayed by the example. These annotations have been written so that teachers can now use them as a reference for their own students' work. Therefore, for every example found in the document there is a feature analysis provided. These feature analyses are linked to the performance criteria described for each language skill at every level of the program which can also be used in conjunction with the synthesis tables of these performance standards which are found in Appendix A.

Assessing the Receptive Skills: Listening and Reading Comprehension

In order to be able to assess and assign a level of language competency as described in the Program of Studies for French as a second language, it is important to have a clear and concise picture of what these two skills are. Listening and reading comprehension involve the processing of messages to comprehend the intent and the meaning behind a given communicative intent. There are two important elements to consider when developing and assessing the receptive skills: 1) what is the purpose for listening or reading and 2) how will students demonstrate what they have understood.

The reason for listening or reading will dictate the **way** in which information is processed and **what** is processed. Reasons for listening or reading might include: for decision-making purposes, information-seeking, information-gathering, problem-solving, for curiosity sake or just for pleasure. The type of text will often determine the reason for listening or reading. Two tables found in Appendix B summarize the reasons for listening or reading different text types. The check marks indicate the most common reasons for listening to or reading a given text; however, as with anything there are always exceptions to the rule. In essence, though, the listener/reader will determine the reason(s) for listening or reading, based on the format of the communication and the message(s) being shared.

The tables illustrate that there are a vast number of texts that students can be exposed to which, in turn, can be used to determine students' levels of comprehension. Different texts will require different levels of comprehension, which can vary according to the complexity of the text. Students can demonstrate these different levels of comprehension in the following ways, starting from the simplest to the most difficult form: by being able to identify key or known words, by understanding the essence (gist) of the message(s) using "who, what, where, when and why" questions to guide this process, by identifying the main idea(s), by identifying specific details and finally, by demonstrating full comprehension, which entails the identification of all main ideas and their supporting details.

The ways in which comprehension can be assessed also has levels of complexity. Comprehension can be demonstrated in a number of ways: using one's first language, drawing pictures or using gestures, selecting from alternatives provided (pictures, objects, graphs, etc.), transferring from one form to another form (drawings, graphs, taking notes, etc.), answering a question or questions using a few words or simple statements, condensing information using a few words or simple sentences, adding information when the message is incomplete, reenacting or paraphrasing a message or summarizing either verbally or in written form using the target language. As students' language competency increases in the production skills, they will move towards demonstrating their comprehension by using the target language.

In order to determine students' listening or reading comprehension competency, it is important to know what the listener's/reader's function is regarding the type of text being listened to or read. The function determines what information people will listen for or read, and how they will approach the understanding of the text. Cognitive processes such as recognition, identification, analysis, synthesis and evaluation are common ways in which students can process a message or messages. The response format, on the other hand, will determine how comprehension is demonstrated; i.e., the way in which students will demonstrate how much they have understood of a given oral or written text. These two elements, combined, are necessary in order to assess what students are capable of understanding.

Although these are the common threads between the two receptive skills, these two skills do differ a fair amount in the ways in which a person processes the information obtained and the strategies used to process this information. The listening skill often requires the comprehension of oral input that is received only once. From here, students must determine the message(s) and the meaning(s) being expressed. Often just the main message is captured if the input is received only once. However, in subsequent listenings, if it is authentic to listen to the text more than once, students will be able to extrapolate more information each time, providing that the function task directs them to seek out that particular information and the students' comprehension level permits them to do so. This skill also requires listeners to tolerate more ambiguity than a written text, because there are often a greater number of intervening factors which can distort the message(s) being received and processed, such as noise interference, pauses or hesitations, rephrasing, false starts, etc., which are especially prevalent in spontaneous oral discourse. However, oral texts are often less sophisticated in the types of linguistic elements that are employed in order to get the message(s) across. In addition, there tends to be more redundancy in the content of the message that is being shared which allows listeners to be more tolerant. Furthermore, in the case of interactive texts, such as a conversation, listeners can rely on visual clues as well as asking for more information, repeating what was said, rephrasing what was heard or clarifying the intent in order to enhance their comprehension.

On the other hand, in reading comprehension, readers have the possibility of reading the text a number of times, thus processing and extrapolating more messages each time they approach the same text. With each subsequent reading, readers can also use different reading strategies to seek and gather more information, such as skimming and scanning for key words or ideas, or using a dictionary to further their comprehension of the text. The types of strategies readers will use will depend on the function tasks given, that is, the reason for reading the text. However, what can complicate reading comprehension and cause interference is the recognition of the written symbols with the words and meanings that have already been stored in oral memory, meaning that students must now recreate this decoding process into textual memory. In addition, especially as it relates to literary works, the language usage is often more sophisticated, resorting to discourse and literary tense usages that are not usually found in oral speech, for example the passé simple. As a result, students often get "bogged" down in the comprehension of a written text, because they tend to be less

tolerant of ambiguity; that is, they feel they have to know what every word means. Students have to be taught that what is essential in reading a text is comprehending the messages being shared and not the "exact" meaning of words that are causing them difficulty, especially if these words are not impeding the comprehension of the message(s). Thus, understanding the complexity of the receptive skills will assist teachers in the kinds of authentic communicative tasks that they will have students carry out in order to assess their comprehension level.

When assessing students' listening/reading comprehension, teachers should attempt to use a number of different assessment strategies which will evaluate a broader spectrum of the students' abilities, rather than solely relying on the use of paper and pencil tests, especially multiple-choice ones which most often test knowledge and not the students' ability to use the skill. As a suggestion, teachers should try to obtain samples of students' comprehension in at least two different ways in order to be able to assign a level of language competency.

The first way is using a clinical research technique which asks students to listen to a variety of listening/reading texts of varying degrees of difficulty. This process is particularly effective for placement purposes. A good number of texts for determining a consistent pattern in the students' comprehension level is at least three. This allows for greater reliability in the data gathered. Prior to giving the students the texts, teachers must have predetermined the level of the text. In order to be able to analyze the students' answers, teachers must also determine what are the main messages and supporting ones being shared. To carry out the procedure, students are provided with a number of alternative formats in which they can list, in a paper and pencil format, what are the messages they are understanding (see "Introduction" section for these formats). Or, this same process may be carried out orally, by taping on cassette what the students have said in order to have reference information for analysis at a later date. Once students have gone through the process, teachers take the results and compare them to the texts that were given to the students. The students' competency level will be determined, based on two factors: 1) how much they are comprehending and 2) how they are demonstrating comprehension. Depending on the pattern that is being demonstrated, the students' comprehension level can be determined. For example, supposing in Text One (a public announcement), in which three arrivals and two departures are being announced, students are able to give all the flight numbers and the arrival and departure information only in English, and in Text Two (a flight safety announcement) students are only able to discern that someone is talking, but no more, what language level should be assigned? Using this information and the performance standards, we can say that this student is demonstrating the features of a **Beginning 2** level student, since the student is operating at the identification of concrete words which are familiar, that is flight times and places, but is not able to understand in global terms or pull out isolated words in texts which are more sophisticated in nature, such as the safety announcement.

To ensure validity of this data, teachers can also use paper and pencil tests, such as the Model Tests designed by Alberta Education's Language Services Branch, which are integrated in nature and evaluate students in each of the skill areas, using a variety of evaluation techniques, such as fill-in-the-blanks, drawing what they have heard or read, providing missing information, etc., which directly evaluate the students' ability to apply their knowledge to real-life task-based situations. As a result, the level at which students are operating can be determined by the manner in which they demonstrate their ability to carry out the tasks.

What follows is a description of the features of what learners are able to comprehend at different levels of the program. The examples of students' work which illustrate these features have been reproduced in this section for easier readability. The examples illustrate what students are capable of understanding in testing/teaching situations and with the use of authentic texts. Specific background information on the authentic listening and reading texts can be found in Appendix C.

Features of French as a Second Language Learners' Listening Comprehension

BEGINNING LEVEL PERFORMANCE CRITERIA

BEGINNING 1

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of simple sentences in concrete texts, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of simple, concrete message(s) being presented, when students are given specific instructions to seek out certain information (guided situations). For example, in the case of persons presenting themselves to each other, students are able to identify simple, concrete, personal information, such as the names of the people, their telephone numbers and addresses using French to describe in simple terms what they have understood. They are also able to comprehend and follow routine instructions relating to certain classroom procedures.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, etc.) to pull out isolated words which have been previously taught and learned, without being able to discern any meaning from the messages shared. They will use English to explain in very general terms the essence of what they believe they have understood, plugging into their description the odd French word they have been able to identify from the oral text. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they can distinguish how many speakers are speaking and may possibly be able to identify simple concrete information, such as the speakers' names, but will not necessarily be able to say with total certainty in what context the names were used.

BEGINNING 2

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of simple sentences in concrete texts, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning(s) of simple, concrete message(s) being presented, when the students are given specific instructions to seek out certain information (guided situations). For example, in the case of persons presenting themselves to each other, students can identify the personal information given, such as the names of the people, their telephone numbers, addresses and states of being using French to describe in simple terms what they have understood. They are also able to comprehend and follow routine instructions relating to certain procedures.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, etc.) to identify the number of speakers speaking and isolated words that they have been formally taught and learned, listing these words in French. They will attempt to reconstruct the situation and context, in English, as a means of attempting to understand what is going on and what has been said. However, in many cases they are incorrect because they lack linguistic information to support their guesses. They can extrapolate isolated words in French, but these words will not be supported by the context. As a result, they will have difficulty determining the main message or messages being heard. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they can infer that this is a conversation in which they will be able to distinguish how many speakers are speaking, and possibly be able to identify the speakers' names, but if the language used is far more complex than they are used to, they will attempt to recreate what they believe was the context of the conversation.

Beginning 3

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of variations of simple sentences in concrete texts, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of simple, concrete message(s) when students are given specific instructions to seek out certain information (guided situations). For example, in the case of a weather report, students are able to identify the places named, the general weather conditions, and the maximum and minimum temperatures for at least two different places using French to describe in simple terms what they have understood. They are also able to comprehend and follow simple instructions so as to be able to carry out a communicative task or an activity.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, etc.) to identify the global meaning and highly predictable information from the message(s) being heard. They are able to identify how many speakers are speaking, where the oral text is taking place and what kind of message it is, using their knowledge of text types to assist them in determining what it is they are understanding. They are also able to provide some details when the context is predictable and familiar. They will demonstrate their comprehension using English by describing the context/situation and the global meanings understood. For example, in the case of a public announcement taking place in a store, they are able to identify that this message is

a P. A. announcement, that there are items being mentioned and what types of items, and that prices were stated. They are able to describe this entire situation in English and discrete vocabulary items familiar to them are produced in French.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at the **Beginning** level are given authentic texts to listen to which are unfamiliar and have not been tailored to their learning level or edited at all, they are able to recognize and understand only those words which are familiar to them in French. They will tend to comprehend vocabulary items relating to numbers, names, time, dates, professions and routine expressions that they have been taught in class, such as "Je ne sais pas," "numéro de téléphone," etc., in order to guess what kind of message or messages are being communicated. They attempt to infer who is speaking, where and why, based on the words they are able to gather from the message or messages heard. Most often their hypotheses are incorrect, since they do not have sufficient information to capture the essence of the message. They rely heavily on context clues, such as sounds (for example, a car door closing, which was heard in the radio commercial) and non-verbal clues (such as intonation to denote question format, as in the case of the conversation), to assist them in their comprehension. These tendencies are especially true of **Beginning 1** and **2** level students. In teaching/ testing situations, students are able to comprehend simple concepts which are highly structured and guided.

Beginning 3 level students are able to comprehend simple instructions and directions which are needed to carry out a task. They will sometimes seek out cognates in order to assist in comprehension, such as the word "réduction," which was used in the P. A. announcement to provide them with support for their hypotheses. They are able to extrapolate meaning from phrases or sentences which are familiar to them and either avoid or tolerate ambiguity for messages which are unfamiliar to them. Students at **Beginning 3** level rely heavily on English, producing only those words or phrases which are known and familiar to them in French, but which are not necessarily either content-driven or contextually derived to demonstrate their oral comprehension. This is the case, since their production level, either orally or in written form, is not at the same level as is their comprehension level. However, this is to be expected at this level.

Students must, however, be exposed to authentic texts in order to develop tolerance of ambiguity and to employ strategies which will help them seek out information from which meaning can be built upon, such as seeking out cognates, word families or key phrases. Students must also engage in authentic tasks which will demand the use of these strategies, such as jotting down key words from a telephone message in order to increase their comprehension level in real-life situations.

Examples of Beginning Level Students' Listening Comprehension of Tailored Texts in a Teaching/Testing Situation

The examples which follow demonstrate what students are capable of doing when they are given oral texts which cater to their experiences with the language (guided situations). These examples were obtained from the validation of the Beginning Level Model Test. This test is integrated and does ask the students to read a bit of French; however, the idea here is to have students listen for a reason and then demonstrate how they can apply what they have heard to make a decision. Since the test was designed mainly for high school students, the questions test the French 13 (**Beginning 1/2** level) and the French 10 (**Beginning 2/3** level) programs. The examples below illustrate how students at this level are able to listen for information and use this information to carry out the communicative task. All examples illustrate correct answers, using simple French to demonstrate the students' comprehension of the oral texts heard and to demonstrate performance standards which are acceptable for the levels indicated.

Beginning 1/2

Communicative Task: Listening to a message to determine if you have the winning ticket.

Instructions: Here are your tickets. Write down the number read by the announcer. Then decide if you have the winning number.

Directives : Voici tes billets. Écris le numéro donné par l'annonceur. Ensuite, décide si tu as le numéro gagnant.

Club de français
Prix : Un baladeur Sony
Prix du billet : 1 $
N° 060
Club de français
Prix : Un baladeur Sony
Prix du billet : 1 $
N° 087
Club de français
Prix : Un baladeur Sony
Prix du billet : 1 $
N° 097

1. Numéro donné 097

2. Coche (√) ta pensée.

a) ☐ Zut! Ce n'est pas mon billet.

b) ☑ Youpi! C'est mon billet.

Beginning 2/3

Communicative Task: Listening to the weather report in order to determine if the weather will affect the trip.

Instructions: Listen to the weather report. For each region of Alberta, draw the weather conditions being described and write down the temperature, if it was mentioned. Use the legend to help you.

Directives : Écoute le bulletin de météo. Pour chaque région de l'Alberta, dessine quel temps il fait et écris la température si elle est mentionnée. Emploie la légende pour t'aider.

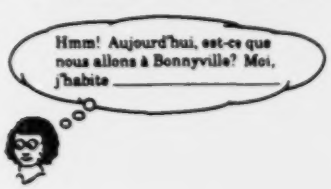
	Région de la province	Conditions météorologiques	Température
p. ex. :	*Lethbridge et le sud*		*2°C*
4.	Calgary		3°C
5.	Montagnes et contreforts		
6.	Centre de la province et Edmonton		5°C
7.	Nord de l'Alberta		9°C

Légende :

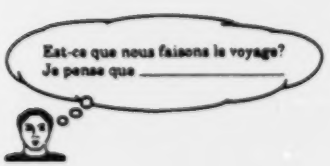
nuages soleil pluie neige chinooks

Instructions: Use the information in the table on page 6 to help you make some decisions. Circle the letter which best completes your thoughts.

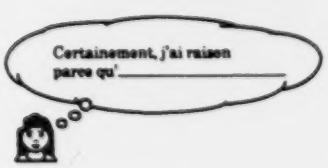
Directives : Emploie les renseignements du tableau de la page 6 pour prendre des décisions. Complète les bulles en encerclant la réponse appropriée.

8. 

a) à Calgary
(b) à Edmonton
c) à Lethbridge
d) au nord
e) au centre de la province
f) au sud
g) dans les montagnes ou dans les contreforts

9. 

(a) oui
b) non

10. 

a) il y a des nuages.
b) il pleut chez nous.
c) il neige chez nous.
(d) il fait soleil chez nous.
e) il y a des chinooks chez nous.

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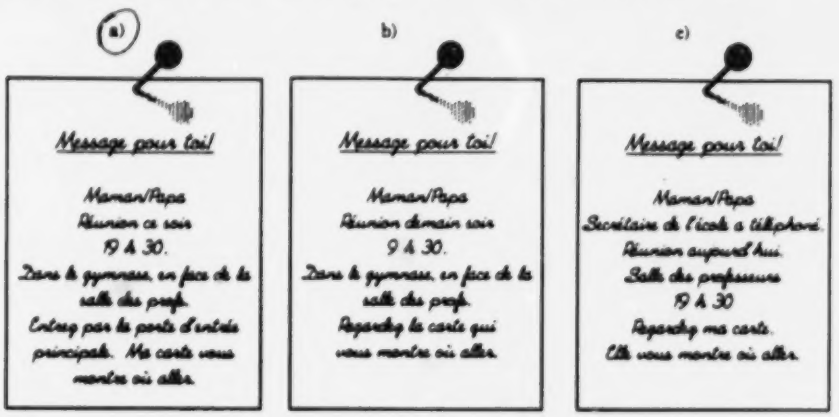
Beginning 2/3

Communicative Task: Listening to a telephone message from the school in order to leave a message for your parent(s).

Instructions: Read messages a, b and c. Listen to the answering machine message. Circle the letter which best corresponds to the message that you will probably leave your parent(s), knowing that you have just a couple of minutes to write something down.

Directives : Lis les messages a, b et c. Écoute le message téléphonique. Encercle la lettre qui correspond le mieux au message que tu vas probablement laisser à ton parent ou à tes parents, en sachant que tu as seulement quelques minutes pour écrire le message.

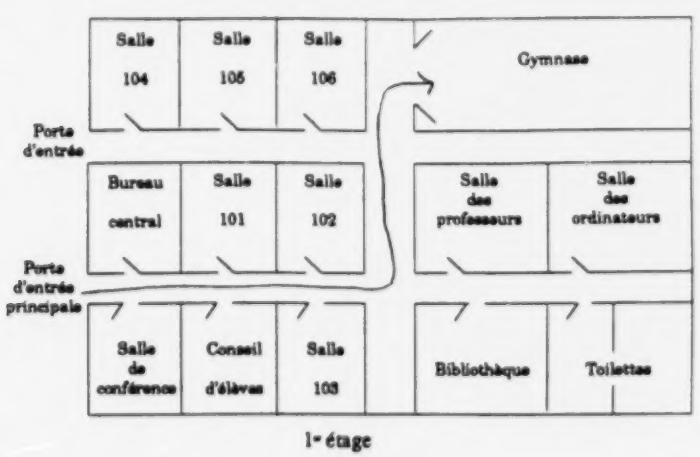
11.



Instructions: Use the message you left your parent(s) to draw the route needed to get to the meeting without any problems.

Directives : Emploie le message que tu as laissé à ton parent ou à tes parents pour tracer le chemin pour arriver à la réunion sans problème.

12.



École Marie-Anne Gaboury

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Examples of Beginning Level Students' Listening Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Beginning 1

TEXT NUMBER 1

"I heard people talking and they were saying different amounts of money. I heard them say the word «minute»."

TEXT NUMBER 2

"I heard the words «enfant, d'accord, téléphone, numéro» and different numbers. I also heard them say the words «bon, alors and avant»."

TEXT NUMBER 3

"I heard the words «écoute, non, vous» and different numbers. I also heard the word «allons»."

This example illustrates what a **Beginning 1** level student is capable of understanding with authentic texts. The student is only able to extrapolate from the texts that which is familiar to him/her in the form of isolated words which are pulled from the text. Because the words are isolated the student is unable to identify the context. There is a heavy reliance on English to express what is understood, but the student has listed the words he/she knows in French. This is an example of a performance standard which is acceptable for this level.

Beginning 2

TEXT NUMBER 1

"There were numbers in it and dates and something about how much something costs / Sounds like an advertisement where the lady is comparing the prices of items from her store with items elsewhere."

TEXT NUMBER 2

"Phone number of Julia Greco - 2 people - inviting some people to go somewhere. Something about midnight / Conversation between 2 people. Sounds like someone is filling out a form of some kind because they were asking for child's guardian."

TEXT NUMBER 3

"Conversation between two people. Sounded like they were in a public place at first and then shut a door or something / very important. Canada."

This example illustrates what a **Beginning 2** level student is capable of understanding with authentic texts. The student is only able to extrapolate from the texts that which is familiar to him/her in the form of isolated concepts. The student does attempt to use what appear to be cognates as a way in which to decipher the main messages. For example, the student has pulled out the word "gardien" out of Text Number 2 and has attributed this word to mean "guardian" as it would in English. The student also attempts to use contextual clues, such as background noises, in order to determine what is going on in the text as in the case of Text Number 3. The student still relies heavily on English to express what is understood by adding what is believed to be the situation as in Text Number 1, but is not quite correct because he or she does not have sufficient linguistic background to comprehend the oral text fully. This sample illustrates a performance standard which is acceptable for this level.

Beginning 3

Text Number 1

"I would see or hear it in a store maybe, or a price reduction advertisement. Maybe on radio, also. There must be a sale, or something, so they have a commercial."

Text Number 2

"She is trying to advertise herself as a babysitter. She wrote on one of those sheets where it says that she's available for the job, her name, age, phone number, how much it will cost, etc."

Text Number 3

"They are both at a party and they are thinking of going home, but they drank and they can't drive, so they get ideas of taking the cab."

This example illustrates what a **Beginning 3** level student is capable of understanding with authentic texts. The student is able to capture the essence of the global idea(s) behind what is being said. The student is able to extrapolate from the texts that which is familiar to him/her using vocabulary and context to assist him/her in comprehending the main ideas presented and some details when the situation is highly predictable as in Text Number 2 (e.g., name, age, phone number, etc.). The student still relies heavily on English to express what it is he/she is capable of understanding, since the production level is still not at the same level as his/her comprehension level, but this is still to be expected of a **Beginning 3** level student. This sample illustrates a performance standard which is acceptable for this level.

INTERMEDIATE LEVEL PERFORMANCE CRITERIA

INTERMEDIATE 4

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences in concrete texts, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and to seek out specific details, when instructions are given to seek out certain information (guided situations). For example, in the case of persons presenting themselves to each other, students are able to identify the personal information given, such as the names of the people, their telephone numbers and addresses, in addition to their professions, activities they are involved in and their likes and dislikes using French to demonstrate what they have understood. They are also able to follow all instructions related to the communicative tasks being assigned.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, natural repetition, etc.) to identify the number of speakers speaking, words/phrases/expressions that they have been formally taught, and they are able to capture the essence of the main message(s) being shared in concrete and abstract topics. They will have no difficulty in distinguishing between text types; that is, they will be able to determine if what they are listening to is a conversation, a public announcement or a commercial, for example. However, they will have difficulty determining specific details if the information is abstract, since they are probably only able to focus on the main message(s) at the most. However, in subsequent listenings, when appropriate, they are able to extrapolate more information, if this information is concrete and when only one detail at a time is given. They will need subsequent listenings to verify what it is that they heard originally. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they are able to determine how many speakers there are with certainty and are able to provide main concrete information regarding the two speakers, but specific details may not be understood. Once again, they will rely heavily on English to demonstrate their comprehension in this type of situation.

INTERMEDIATE 5

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and to seek out specific details, when the students are given instructions to seek out certain information (guided situations). They are able to provide some specific details when the topic is concrete and very few details, if any, when the topic is abstract. For example, in the case of persons presenting themselves to each other, the students are able to identify the personal information given, such as the

names of the people, their telephone numbers and addresses, in addition to their professions, activities they are involved in and their likes and dislikes using French to demonstrate what they have understood. They are also able to follow all instructions related to the communicative tasks being assigned.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, natural repetition, etc.) to identify the number of speakers speaking, words/phrases/expresssions that they have been formally taught, and are able to capture the essence of the main message(s) being shared in concrete and abstract topics. They will have no difficulty in distinguishing between text types; that is, they will be able to determine if what they are listening to is a conversation, a public announcement or a commercial, for example. However, they will have difficulty determining specific details if the information is abstract, since they are focusing on the main message(s). However, in subsequent listenings, if appropriate, they are able to extrapolate more information but only specific information that is concrete. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they will be able to determine how many speakers there are with certainty and will be able to provide main information regarding the two speakers, but specific details unless concrete in nature, will not be understood. Most importantly, they will use mostly French to express what they have understood, describing what they have understood in simple and general terms.

Intermediate 6

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and to seek out specific details, when the students are given instructions to seek out certain information (guided situations). They are able to provide many specific details when the topic is concrete and some details when the topic is abstract. For example, in the case of persons presenting themselves to each other, students are able to identify the personal information given, such as the names of the people, their telephone numbers and addresses, in addition to their professions, activities they are involved in, their likes and dislikes and any events relating to these people using French to demonstrate what they have understood. They are also able to follow all instructions given to carry out a communicative task.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of a short duration — no longer than 2 minutes), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, natural repetition, etc.) to identify the number of

speakers speaking, words/phrases/expressions that they have been formally taught, and are able to capture the essence of the main message(s) being shared in concrete and abstract topics. They will have no difficulty in distinguishing between text types; that is, they will be able to determine if what they are listening to is a conversation, a public announcement or a commercial, for example. They will be able to determine specific details that are concrete in nature but limited details when the topic is abstract. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they are able to determine how many speakers are speaking, provide main and specific concrete information regarding the two speakers, but the understanding of specific details which are abstract in nature, such as technical information specific to a particular field, will not be understood. They will use French to express what they have understood, and will describe their understandings in simple and general terms, adding a few more details than an **Intermediate 5** level student and using more sophisticated forms of the language to express their understanding.

Main characteristics of 1993-94 examples

When students at the **Intermediate** level are given texts tailored to their level, they are able to follow the instructions given and complete them appropriately. When they are given authentic texts to listen to which are unfamiliar and have not been tailored to their learning level or edited at all, they are able to recognize and determine those elements which are concrete in nature and familiar to them in French. They are able to distinguish text types and use their knowledge of context and concrete content to derive and comprehend the meanings of the messages being shared. What distinguishes the three **Intermediate** levels is the type of information which is understood and how understanding is being demonstrated. **Intermediate 4** students are able to comprehend mainly concrete information, but information in abstract texts is not understood and will still rely on English to demonstrate what it is that is being understood, since their production abilities at this level are not the same. On the other hand, **Intermediate 5** and **6** students will begin to use French to demonstrate what they are capable of understanding, with the difference being the specificity of detail and the type of language that is being used to demonstrate these understandings. **Intermediate 5** students understand more categories of information than **Intermediate 4** students but will use far less sophisticated language than will **Intermediate 6** students. **Intermediate 6** students will be able to add a few more details to the same categories identified by **Intermediate 5** students, with an attempt to use more sophisticated forms of the language to demonstrate their comprehension. Neither level can, however, use the language with precision.

In order for students to increase their level of comprehension, it is vital that they be exposed to authentic oral texts which will encourage them to use their knowledge of the language. They must also engage in authentic tasks which will facilitate the natural extrapolation of information, such as taking down notes, or taking a phone message, in order to develop this skill fully.

Examples of Intermediate Level Students' Listening Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Intermediate 4

TEXT NUMBER 1

"I think that this was someone speaking over the speaker in a store. I heard her announcing the specials and what the prices were. I understood almost all of the numbers and that she was speaking about clothes, but did not understand what many of the words were./This time I figured out that they were announcing the specials for the next 20 minutes. For each special they gave the sale price and the amount of savings."

TEXT NUMBER 2

"I heard two people having a conversation. They were writing something down, and it had something to do with a girl's phone number. Other than that I am not sure exactly what it was they were talking about./This time I understood that it was one girl helping another to write an ad or something for babysitting. She decided to put the hours she could babysit, her age and telephone number and that she had reasonable rates."

TEXT NUMBER 3

"This one was an ad or commercial on T.V. There were two people talking about drinking and driving. One said to the other that it was her life. At first they were in a place with lots of people and then got into a car./This time I understood basically the same things. They said that they would not go with a certain person because he/she had been drinking. Also, that drinking affects your brain."

This example illustrates what an **Intermediate 4** level student is capable of understanding. The student at this level is able to extrapolate from the texts the main ideas, which are familiar to him/her using vocabulary and context to assist in the comprehension of the main ideas presented. This sample illustrates how the student is able to focus more on what is being said, because his/her exposure to the language has been increased. The student is capable of capturing the main points of the messages presented, but still needs repetition of the text in order to verify his/her hypothesis regarding what was heard the first time. The student can very easily differentiate between the text types as he/she is able to identify each type of text; i.e., Text Number 1 is a store announcement; Text Number 2 is a conversation; Text Number 3 is a commercial. The student still relies heavily on English to express what it is he/she is capable of understanding, since the production level is still not at the same level as his/her comprehension level. However, this is to be expected of an **Intermediate 4** level student. This sample illustrates a performance standard which is acceptable for this level.

Intermeditate 5

Text Number 1

"Un annonce publicitaire d'un magasin de l'achat Des annonces de rebais des articles de vêtements, chaussures, etc/des espadrilles patisseries au 20% de rebais chez le magasin Éconoprix."

Text Number 2

"Une jeune fille de 16 ans qui veut garder les enfants, entoncat, ils proudit un babillard avec leur noms, numéraux de téléphone, prix, heure, etc/sont disponible 16h à 12:00 Julia Greco, 16, 555-2346, salaire resonable."

Text Number 3

"Des gents qui parlent de l'alcohol et conduire, probablement on peut entendre un annonce comme ca sur la télé ou radio/Ils nous parlons comment dire Non au l'alcohol volant. Comme notre vie est important et comment on peu la proteger en prennant un taxi etc. Centre de bien être du Canada."

This example illustrates what an **Intermediate 5** level student is capable of understanding. A student at this level is able to extrapolate from the texts the main ideas, which are familiar to him/her using vocabulary and context to assist in the comprehension of the main ideas presented. This student is able to focus more on what is being said, because his/her exposure to the language has increased. This student is capable of capturing the main points of the messages presented, and some specific details with more concrete texts such as Text Number 2, which provides students with personal information which is easy to understand at this level. The student is also able to distinguish what type of text is being produced as is demonstrated in Text Number 1, where the student writes that it is "un annonce publicitaire" and in Text Number 3, where the student even attempts to provide the name of the sponsor of the commercial. What distinguishes this student from an **Intermediate 4** level student is that the **Intermediate 5** level student is now using French to describe the various categories of information he/she is capable of understanding. However, the student's production level does not match his/her comprehension level, as the student has not necessarily attained full precision in the language used to express what he/she is able to comprehend. This example illustrates a performance standard which is acceptable for this level.

Intermediate 6

TEXT NUMBER 1

"Une femme parle, dans une magasine, de les coûts et rabais des objets. Il y a une assortement de produits - vêtements, patisseries, etc. Alors il sera probablement une magasin département/Le magasin a une vente aussi des chaussures pour enfants."

TEXT NUMBER 2

"Julia Greco - 16 ans 555-2346. Une femme parle à une fille qui voudra devenir une gardienne d'enfants. Elle veut mettre une poster sur le babillard pour offrir ses services de gardienne de 16 heures à minuit chaque nuit son nom est Julia Greco et son numéro est 555-2346, elle est 16 ans."

TEXT NUMBER 3

"Ils parlent à une bar après prendre des bières. Ils décident de prendre l'autobus au lieu de conduire. Le message était du Santé et Bien être du Canada. Ils nous disent qu'on peut être paralyzé, très malade ou même mourrir si tu conduit avec une personne qui a bu trop. L'alcool diminue nos senses et le temp qu'il faut pour réagir."

This example illustrates what an **Intermediate 6** level student is capable of understanding. A student at this level is able to extrapolate from the texts the main ideas, which are familiar to him/her using vocabulary and context to assist in the comprehension of the main ideas presented. This student is able to focus more on what is being said, because his/her exposure to the language has been increased. This student is capable of capturing the main points of the messages presented, and adding some specific concrete details, which are more precise in nature, with more familiar texts such as Text Number 2, which provides students with personal information that is easy to understand at this level. The student is able to distinguish what type of text is being produced without any problem. What distinguishes this student from an **Intermediate 5** level student is the precision of the details which are understood and the type of French the student is using in order to attempt to describe what he/she is capable of understanding. Students at this level will attempt to demonstrate more sophisticated usages, since they have had more exposure to the language. However, the student's production level still does not match his/her comprehension level, as the student has not necessarily attained full precision in the language used to express what he/she is able to comprehend. This example illustrates a performance standard which is acceptable for this level.

ADVANCED LEVEL PERFORMANCE CRITERIA

ADVANCED 7

In structured and familiar contexts, using materials tailored for French as a second language, students are able to comprehend fully instructions given to carry out the assigned task and are able to provide all the main ideas and many supporting details contained in concrete and abstract topics, using French to demonstrate what they have understood (guided situations). In unstructured and unfamiliar contexts (relating to the use of authentic documents of various lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, natural repetition, etc.) to identify the number of speakers speaking, to identify the types of text being listened to, and to identify the main message(s) being shared with the comprehension of many supporting familiar details, even those which are sociolinguistically tied. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they are able to determine how many speakers there are providing main and specific information regarding the two speakers, even when the information is abstract. They will use French to express what they have understood and will describe their understandings in general terms, adding more details than an **Intermediate 6** level student and using the odd English word in their summaries in order to sustain the comprehension of the messages which have been understood.

ADVANCED 8/9

In structured and familiar contexts, using materials tailored for French as a second language, students are able to understand with no difficulty, instructions given to carry out the assigned task and are able to provide all the main ideas and almost all supporting details contained in concrete and abstract topics, using French to demonstrate what they have understood (guided situations). In unstructured and unfamiliar contexts (relating to the use of authentic documents of various lengths), where students are not necessarily given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as sounds; non-verbal clues, such as intonation, pauses, illustrations, natural repetition, etc.) to identify the number of speakers speaking, to identify the types of texts being listened to, and to identify the main message(s) being shared, in addition to a substantial amount of supporting details, both familiar and unfamiliar, even those which are sociolinguistically tied. For example, in the case of a conversation between two native speakers, in which they are presenting themselves for the first time, they are able to determine how many speakers there are providing, in great detail, main and specific information given. They will use French to express what they have understood and will describe their understandings in general terms, adding far more detail than an **Advanced 7** level student, and still using the odd English word or circumlocutions in their summaries in order to sustain the comprehension of the messages which have been understood.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at the **Advanced** level are given authentic texts to listen to which are unfamiliar and have not been tailored to their learning level or edited at all, they are able to understand a substantial amount of oral speech. They are able to distinguish text types and use their knowledge of context and familiar content to derive and comprehend the meanings of the messages being shared. What distinguishes the students at the **Advanced** levels is the quantity of what is understood and the manner in which comprehension is being demonstrated. An **Advanced 7** student is able to comprehend the main message(s) being shared and is able to add some detail, but this detail is basically familiar information only. On the other hand, **Advanced 8/9** students are capable of understanding complete oral texts, extrapolating the smallest of details, even those which may be new to them. **Advanced** level students will resort to the odd word in English or use circumlocutions to demonstrate their comprehension. This is done as a means of sustaining what it is they have understood, instead of letting the ideas slip away, as they may not possess a similar or exact word in their vocabulary or are unable to retrieve it from memory at that precise moment.

The samples which follow are what ex-immersion students enrolled in a French as a second language course at the **Advanced** level are capable of understanding. In order for more students to move into these higher language competency levels, it is important that they be exposed to authentic documents and asked to carry out real-life tasks which will assist them in developing this skill at the **Advanced** level.

Examples of Advanced Level Students' Listening Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Advanced 7

TEXT NUMBER 1

"Dans un magasin il y a des spéciaux sur les vêtements, la pâtesserie et les chausseurs. On peut économiser 20% sur les chausseurs, 2 dollars sur le gâteau forêt noir et pour les vêtements on peut économiser encore 4 dollars / Econoprix vont avoir les speciaux en 20 minutes c'est pourquoi elle l'annonce en avance."

TEXT NUMBER 2

"Dans une partie, il y a beaucoup d'ivresse. C'est une question de vie de boire. Alors nous avons le droit de dire no. Si on boit et conduit nous allons tomber dans quelque chose qu'on n'accepte pas alors au lieu de conduire, prenez l'autobus. ou bien un taxi / Notre vie est importante. Ne mettez pas derrière le volant après boire et chercher la demain. Vous avez le droit de protéger votre vie. C'est un message de social et bien être du Canada. Dis no pour l'alcool et le volant."

TEXT NUMBER 3

"Il est un cycliste, c'est pas très cher pour payer pour l'essence dans la bourdance on peut squeeze in. On porte une casque. C'est une manufactery of bicyclette, motocycliste. Il y en a des sacs à dos mais le docteur a suggesi que le cycliste porte pas très lourd. En tous cas, il aime son travail / Son nom est Michel, l'un plus anciens dans son métier. Il faut adapter à chaque situation (S'habiller propre). Les motocylists sont les rois de la rue. Rien ne peut protéger le cycliste dans l'hiver. 200 à 300 dollars par semaine comme salaire pour le travail de Michel. Il faut débourser 400 dollars pour payer l'assurance. Il est en bonne forme physique. Il est très heureux dans son metier. Les sac à dos peut avoir de 4 à 5 kilos."

This example illustrates what an **Advanced 7** student is capable of understanding. The student at this level is able to extrapolate from the texts the main ideas and some supporting details from authentic texts of varying length. These descriptions are carried out fully in French, but are still general in nature, with some details being described. At this level, the odd English word is inserted, as in Text Number 3 "squeeze in," as a means of sustaining the communication, as a result of the student's ability to capture the essence of the meaning and wanting to maintain the recollection of information. However, the student's production level still does not match his/her comprehension level, as the student has not necessarily been able to articulate, with complete accuracy, what it is he/she has understood. This example illustrates a performance standard which is acceptable for this level.

Advanced 8/9

TEXT NUMBER 1

"C'est une madame qui annonce sur une système d'intercome tout les items en vente en reduction dans le magasin Econoprix. Elle nous dit que les vêtements pour les jeunes, en coton oté sont en vente, il y a aussi des chausseures en vente et des gâteaux forêt noir en vente / En réduction 15.98 - 11.98 $, espadrille 24.99. 22.99 save 2.00 $ 9.88 - 7.88. Les articles en reduction sont les vêtements pour jeunes, il a y a une reduction de 4 $, le prix normale etait 15.98 $ et il était réduit à 11.98 $. Les espadrilles pour enfants ont était reduit de 24.99 $ à 22.99 on économise 2.00 $ et le gateau forêt noir est reduit de 9.88 à 7.88 on economise 20%."

TEXT NUMBER 2

"C'est deux personnes dans un bar qui ont bu pas mal beaucoup et l'un demande à l'autre si elle devrait les reconduire à la maison. L'autre dit non, parce que de chauffer après qu'on a bu n'est pas bon, ça diminue notre coordination et nous reflexe. Il dit qu'ils pourraient rentrer chez eux à pied ou appeler un taxi. Il pense à sa vie avant tout et il pense que sa vie est importante / La fille est d'accord avec le gars et dit qu'ils pourraient aller en autobus chercher l'auto le lendemain. C'était une message de Santé et Bien être social de Canada."

TEXT NUMBER 3

"C'est une madame qui arrête et interviews un messager cycliste, dans une ville, qui s'appelle Michel. La madame le demande beaucoup de questions et voici ce qu'il a à dire. Il dit qu'il est un des plus anciens employé, il a travaillé 3 hivers, 3 printemps, 3 étés, 4 automnes. Quand il fait mauvais temps il s'habille pour le temps.

cont'd . . .

This example illustrates what an **Advanced 8/9** student is capable of understanding. Students at this level are able to extrapolate from the texts the main ideas and a substantial amount of supporting detail from authentic texts of varying length. These descriptions are carried out fully in French, with the odd English or invented word inserted, as in Text Number 2 "de chauffer" instead of "conduire," solely as a means of sustaining the communication, as a result of the student's ability to capture the essence of the meaning and wanting to maintain the recollection of information. In addition, the student is able to capture interesting expressions used by the speaker and later replicate them in his/her summary, such as "cache-cache et zig-zager." However, the student's production level does not fully match his/her comprehension level, so the student is not able to articulate, with complete precision, what it is he/she has understood. This example illustrates a performance standard which is acceptable for this level.

Il prend jamais le taxi. Il dit que les automobilistes pense d'être les rois de la route et ils sont dangereux. Il essaye de prendre les trajets les plus cyclables. De jouer aux cache-cache et de gig-gager dans le traffique est dangeureux. Il doit faire les reparations soi-même et payer pour l'assurance lui-même (400$/ans). Il est payer en 2 façons : taux fixe ou par des livraisons. Il faut essayer de prendre les instructions vite. Prends parfois 3 kg-4kg dans son sac. Être messager cycliste coûte pas cher d'essence on rencontre beaucoup de personnes et on est toujours en bonne forme physique / Il fait des livrasions pour des personnes professionels - graphiste, photographe, avocat, etc. Il faut un casque et un bicyclette à freins par rétro pedalage en hiver. (C'est le meilleur.)"

Features of French as a Second Language Learners' Reading Comprehension

BEGINNING LEVEL PERFORMANCE CRITERIA

BEGINNING 2

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of simple, concrete sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) shared, when students are given specific instructions to seek out certain information (guided situations). For example, in the case of a business card, students are able to identify the personal information given, such as the names of the people, their telephone numbers and addresses, using French to describe in simple terms what they have understood.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs or symbols, for example, monetary symbols, etc.) to identify isolated words and phrases that are known to them in abstract texts. They will have difficulty determining the main message(s) being shared, attempting to guess at meaning, and often being incorrect. In the case of information contained in concrete and highly predictable situations they will have an easier time to extrapolate some ideas. For example, in the case of a classified ad, they are able to create a list of words they know and are able to indicate what type of text it is, based on their experience with these types of texts in their first language. Any technical language used will not be understood.

Cognitive level will also play a role in how much a student is capable of understanding, since at this level there are multiple entry points. Younger students will have had less experience with some topics than will older students. This factor will effect the type of information derived and the quantity, especially if the difference is in the type of topic, concrete versus abstract. Students will write down in English what they have understood, and will sometimes provide, in French, the isolated words they know (non-guided situations).

BEGINNING 3

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of variations of simple concrete sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) shared, when students are given specific instructions to seek

out certain information (guided situations). For example, in the case of a business card, students are able to identify the personal information given, such as the person's name, his/her telephone number and address, and distinguish between personal and business information, using French to describe in simple terms what they have understood.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs or symbols, etc.) to identify key words and phrases they know, but are not necessarily able to provide the general meaning of the text unless it is concrete and highly predictable in nature. With abstract texts, students are only able to pull out isolated words with no understanding of the ideas presented. They are able to identify the type of text using their experiences from their first language. This information will assist them in anticipating the kinds of information present, but will not necessarily help them to be accurate in what they believe to be the meanings shared in the text. Cognitive level will also play a role in how much students are capable of understanding, since at this level there are multiple entry points. Younger students will have had less experience with some topics than will older students. This factor will then effect the type of information which is extrapolated from the text. Students are able to describe everything they have understood in English and discrete vocabulary items known to them may be produced in French. For example, in the case of a classified ad, students are able to pull out all the necessary information, such as the name of the contact person, the telephone number of this person, the address, what service or item is being offered, the price and any other information that can be derived from the text, based on their linguistic knowledge. Personal experiences in the first language will also effect how much the student is able to understand.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at **Beginning 2** level are given tailored texts, they are able to comprehend the main messages. When they are given authentic texts to read which are unfamiliar and have not been tailored to their learning level or edited at all, they are able to recognize and understand only those words which are familiar to them in French. They will tend to comprehend vocabulary items relating to numbers, names, time, dates, professions and routine expressions they have been taught in class. They are able to distinguish between text format, such as the difference between a classified ad and a letter, by using information from their first language to assist them in this process. They attempt to infer the meaning of the messages, but most often their hypotheses are incorrect, since they do not comprehend sufficient information to capture the essence of the main message(s). They rely heavily on context clues, such as illustrations (for example, the bicycle helmet found on the bottom of the safety article) to assist them in their comprehension.

Beginning 3 level students are able to complete reading tasks that have been tailored for their level. When they are given authentic texts they will sometimes seek out cognates in order to assist them in their comprehension, such as the word "expérience" in the classified ad, "encourage" in the letter and "cycliste, négligence, infraction," etc., to support their hypothesis. They are able to extrapolate meaning from phrases or sentences that are familiar to them and either avoid or tolerate ambiguity for messages which are unfamiliar to them. Students at **Beginning 3** level will rely heavily on English to demonstrate comprehension and will produce in French only those words or phrases which are known and familiar to them. However, those words or phrases which are written in French may not necessarily be content driven or contextually derived. This is a direct result of their oral or written production level not being at the same level as is their comprehension level. However, this is a characteristic to be expected at this level.

At both levels, cognitive development and personal experiences are playing a role in the type of information **Beginning** level students are able to extrapolate from authentic texts. In order to assist students at this level in becoming more tolerant of ambiguity and to use strategies which encourage them to seek out words, such as cognates or word families, to build meaning, students must be exposed to authentic documents on a regular basis in order to assist them in better understanding the contextual and cultural meanings being expressed. Students must use real-life strategies, such as underlining pertinent information in a classified ad in order to demonstrate what it is they have understood. These types of strategies will help them increase their comprehension and develop the skill appropriately.

Examples of Beginning Level Students' Reading Comprehension of Tailored Texts in a Teaching/Testing Situation

The examples which follow demonstrate what students are capable of understanding when they are given texts which cater to their experiences with the language. These examples were obtained from the validation of the Beginning Level Model Test. The difference between the **Beginning 2** level student and the **Beginning 3** level student is that the **Beginning 2** level student is able to only complete simple concrete information which is familiar. The **Beginning 3** level student is able to complete the entire subscription form with only one error noted in the calculation of the G.S.T. This is not a serious error, since this calculation is something that students may have not necessarily done in their first language. Both examples illustrate a performance standard which is acceptable for the level identified. It is important to note that linguistic precision is not evaluated in this skill; rather what counts is what the student is able to comprehend.

Beginning 2 (13-15 yrs.)

JE DÉSIRE M'ABONNER À L'idée-presse

Je désire m'abonner pour une durée de :

■ 6 mois ☐ 1 an ☐ 2 ans Au prix de : 18$

Veuillez faire le calcul pour la T.P.S. (7%, et autres taxes provinciales applicables)

Nom M. Nowitsky

Adresse 4723-123 Ave App

Ville Canada Prov. Alberta Code postal T5A 3Y1

Téléphone (403) 478-4220

Mode de paiement : chèque

Carte de crédit ☐ Visa ☐ Mastercard Échéance /

N°

Signature obligatoire (assure la validité de votre commande)

Je veux que mon nom soit ajouté aux listes d'abonnés d'autres entreprises de bonne réputation. Veuillez cocher (√) la case appropriée : ■ oui ☐ non

Pour nous aider à mieux répondre à vos besoins, veuillez indiquer, s'il vous plaît, vos activités ou intérêts préférés.

J'aime : (p. ex. : la cuisine française / préparer la cuisine française)

1.

2.

3.

Beginning 3 (13-15 yrs.)

JE DÉSIRE M'ABONNER À Châtelaine

Je désire m'abonner pour une durée de :

☑ 6 mois ☐ 1 an ☐ 2 ans Au prix de $15

Veuillez faire le calcul pour la T.P.S. (7%, et autres taxes provinciales applicables)

Nom Costa

Adresse 5408 - 152 Avenue App

Ville Edmonton Prov. Alta Code postal T5A 4X8

Téléphone (403) 478-2650

Mode de paiement : Carte de crédit

Carte de crédit ☑ Visa ☐ Mastercard Échéance 05/96

N° 4031 4417 823 619

M. Costa

Signature obligatoire (assure la validité de votre commande)

Je veux que mon nom soit ajouté aux listes d'abonnés d'autres entreprises de bonne réputation. Veuillez cocher (√) la case appropriée : ☐ oui ☐ non

Pour nous aider à mieux répondre à vos besoins, veuillez indiquer, s'il vous plaît, vos activités ou intérêts préférés.

J'aime : (p. ex. : la cuisine française / préparer la cuisine française)

1. J'aime de jour de pique

2. J'aime de ecoute de la musique

3. J'aime preparer la cuisine portugais

FSL samples

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Examples of Beginning Level Students' Reading Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Beginning 2

Example 1 (8-10 years old)

TEXT NUMBER 1

"classified section in newspaper, nanny needed, in newspaper, 3 children (ages 4, 6, and 8), school from September to June, salarie $600 to $700, phone Denis P. Paquette (number) bus. and (number) residential, address - 73 ave. and 93 Rd."

TEXT NUMBER 2

"letter to Madame Lisa Caouette from Diane Choquette/Dear Madame Caouette, telephone on Friday, July 24, 1993, two brochures, number journal, member, Alberta Ministry of Ed."

Example 2 (15-18 years old)

TEXT NUMBER 1

"These are newspaper columns, Ads for babysitters, the first one says 3 kids from 7:30 - 17h, Sept. - June, 2 kids go to school 2 weeks a month. The second says they need a babysitter immediately and something about 10 months and proper transportation and the 3rd one says for 2 small kids starting Sept. 7."

TEXT NUMBER 2

"Dejeuner du matin - lunch today, café = coffee, lait = milk, sucre = sugar, Il a allumé une cigarette = he lights a cigarette, Son chapeau sur sa tête = hat on his head, regarder = to watch."

TEXT NUMBER 3

"using a bike, good physical form, something about an accident, bike security"

These examples illustrate what **Beginning 2** level students are capable of understanding with authentic texts. These students are only able to extrapolate from the texts that which is concrete and familiar to them in the form of isolated words or phrases and tend to translate these words into English. Their experience with these types of texts in their first language facilitates their comprehension in French, so that they can anticipate what they can expect to find in these types of texts. For example, in the classified ads, the students were able to use their knowledge of ads to anticipate that there would be certain information such as mentioning the person's name and telephone number. They rely heavily on English to demonstrate what they have understood. These examples illustrate performance standards which are acceptable for the language and cognitive level of the students.

Beginning 3

Text Number 1

"Job ad - Experienced House/Kitchen manager for 3 children aged 4, 6 and 8. 2 are in school from September to June from 7:30 a.m. to 5:00 p.m., Salary 600 - $700 a month, Call Denis P. Paquette at work office 422 - 1331 or at home 433-5912 Location: 73 Avenue and 93rd Street, Job Ad, needed immediately, manage infant or babysitter for 10 months, own transportation, Phone 444-0693
Job ad, Babysitter for 2 infants ages 1 and 3, possible social advantages, house, Start September 7 1993, Phone Annie at 469-1857 after 6:00 p.m."

Text Number 2

"Poem about milk, sugar, small cream, coffee, coffee with milk, cigarette, fummee regarder, hat head I have."

Text Number 3

"News Article
In Quebec, Bicycle, physical, tourism, year, cyclists, accident criminal negligence of automobiles principal cause infraction Security Code cause 60% of bicycle accidents Code, rulers, condo, car, cyclist negligent, Bicycle security, reflex acquisition, live security conditions, open, listen, important Bicycle risk. Why security of cyclists respect ruler code securite, adopt, prevent"

This example illustrates what a **Beginning 3** level student is capable of understanding with authentic texts. The student is only able to extrapolate from the texts that which is concrete and familiar to him/her in the form of isolated words or phrases especially in highly predictable texts, such as Text Number 1. The student does attempt to use what appear to be cognates as a way in which to decipher the main messages. For example, the student has pulled out of the text words such as "ménagère et advantages sociaux," etc., and has attributed these words to mean the English equivalent, "social advantages and manager." The student also uses the type of text as a means of anticipating the kinds of information which will be contained in the texts. However, as the texts become more abstract in nature, the student is only able to pull out isolated words without being able to discern any kind of meaning as is shown in Texts Number 2 and 3. There is still a heavy reliance on English to express what is understood. This example illustrates a performance standard which is acceptable for this level.

INTERMEDIATE LEVEL PERFORMANCE CRITERIA

INTERMEDIATE 4

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and specific details when given instructions to seek out certain information (guided situations). For example, in the case of a simple paragraph in which a person is being presented, the students are able to identify the personal information given, such as the name of the person, his/her age/birthdate, in addition to his/her profession, the activities he/she is involved in and his/her likes and dislikes, by describing in French what they have understood.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions relating to the kind of information to seek out (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs, symbols, etc.) to identify the key words, expressions and phrases they understand. They are able to demonstrate general comprehension of the text, but most often they will use English to do this. They are able to comprehend, with little difficulty, texts which are simple and concrete in nature such as classified ads, by being able to provide all the main messages and specific details. They are able to identify the type of text they are reading by anticipating the kinds of information present; however, their strong reliance on cognates will often cause them to misunderstand certain passages when the texts become more complex and abstract in nature. Further, with abstract texts, students are only able to pull out isolated words/phrases which are familiar to them, with no global or specific meaning being attributed to these words/phrases. Once again, they will rely heavily on English to demonstrate their comprehension of these types of texts.

INTERMEDIATE 5

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and to seek out most specific details, when the students are given instructions to seek out certain information (guided situations). For example, in the case of persons being described in a paragraph, the students are able to understand the information supplied in the paragraph by identifying the personal information given, such as the names of the people, their telephone numbers and addresses, in addition to their professions, activities they are involved in, and their likes and dislikes, as well as some past events by describing in French what they have understood.

In unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs, key words, symbols, etc.) to identify the main message(s) being shared, in addition to some specific details which are familiar to them. They will have no difficulty in distinguishing between text types; that is, they will be able to determine if what they are reading is a classified ad, a letter, a poem, or a short story, for example, using both their first and second language experiences with text types. What differentiates the **Intermediate 5** student from the **Intermediate 4** student is that these students will understand more categories of information and will use mostly French to express what it is they understand, especially with concrete, simple texts like a classified ad. However, when they begin to read more complex texts, such as a magazine article, they will resort to English to describe what it is they understand. When they do use French, they also tend to make a number of linguistic errors, because they will not have fully acquired precision in a number of linguistic areas. In both cases, they will tend to describe the main ideas of the text and only provide specific details when the content is familiar and they have fully understood it. With abstract texts, they will only be able to pull out factual information, with no ability to interpret the literary allusions being referred to in the text.

Intermediate 6

In structured and familiar contexts, using materials tailored for French as a second language students, which consist of a variety of simple and complex sentences, students are able to use their cultural, linguistic and strategic knowledge to understand the main meaning of the message(s) being presented and to seek out many specific details when the students are given instructions to seek out certain information (guided situations). For example, in the case of a number of people being described in a few paragraphs, students are able to understand the paragraphs by identifying the personal information given, such as the names of the people, their professions, activities they are involved in, their likes and dislikes, their daily routines, as well as past events, using French to describe what they have understood.

In structured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs, key words, symbols, etc.) to identify the main message(s) being shared, in addition to most specific details when these details are familiar to them. They will have no difficulty in distinguishing between text types; that is, for example, they will be able to determine if what they are reading is a classified ad, a letter, a poem, or a short story, using both their first and second language experiences with text types. What differentiates the **Intermediate 6** student from the **Intermediate 5** student is that **Intermediate 6** students will understand more details in the same

categories and will use French for both concrete and abstract topics to express what it is they comprehend. As they begin to understand more complex texts, such as magazine articles or literary works, they will attempt to sustain their description in French resorting to English to complete their thoughts if they are unable to come up with the words/phrases in French. Their language usage still contains a number of linguistic errors, as they have not fully acquired precision in a number of linguistic areas. With abstract texts, they will only be able to pull out factual information, with no ability to interpret the literary allusions being referred to in the text.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at the **Intermediate** level are given texts tailored to their level, they are able to identify all the elements that they are being asked to understand. When students are given unfamiliar, authentic texts which have not been tailored to their learning level or edited at all, they are able to recognize and identify only that which is familiar to them in French. They are able to distinguish text types and use their knowledge of context and familiar content to derive and comprehend the meanings of the messages being shared. What distinguishes the three **Intermediate** levels is **what** is understood in terms of concrete and abstract topics, and **how** students are demonstrating their comprehension. An **Intermediate 4** student is able to understand mostly simple concrete ideas and some concrete supporting details, relying on English to demonstrate what it is that is being understood in non-guided situations. **Intermediate 5** students are able to understand most concrete categories and will use French to describe what is understood for simple texts, but when the text is more complex and abstract, these students will resort to English, providing many details especially when the text is concrete (non-guided situations). **Intermediate 6** students are able to comprehend almost all the main meanings and some details and will use French to demonstrate what they are capable of understanding for both concrete and abstract texts, resorting to English only to sustain their thoughts if the word or expression is not readily available to their immediate situation. The comprehension of abstract texts is limited to the recall of factual information for both **Intermediate 5** and **6** students.

In order to increase students' comprehension at these levels, it is vital that they be exposed, on a continual basis, to authentic documents. When they are asked to engage in the reading of these documents, it is important that the process be linked to real-life tasks, such as seeking out information for use orally or in written form. It is only through these active usages that the students will be able to develop and increase their reading comprehension.

Examples of Intermediate Level Students' Reading Comprehension of Authentic Texts in a Teaching/Testing Situation

The following examples were derived from a teaching situation in which the students carried out an anticipatory activity relating to the authentic text. The use of these samples, then, is to illustrate how to assess students' comprehension levels using the same activity at a number of language levels, so as to be able to distinguish if students are functioning at mostly the global comprehension stage or if they are able to understand specific details which are either concrete or abstract in nature.

To carry out this activity students were asked to think about why it is important to stay in school. Their ideas were written on the board in a brainstorming activity. The students were asked to read the text and then carry out the activities to see if they could identify the main messages and specific details of a text written by Health and Welfare Canada. As a reinvestment activity, the students were asked to write a letter to a friend to convince him/her not to leave school. The idea behind this activity was to see how many general and specific details the students were able to incorporate into their letters. The students only wrote a draft copy of the letter. As a result, there are a number of linguistic errors present, since the idea was to identify if students were able to transfer ideas, not to evaluate production abilities. The students' letters have been transcribed here for easier readability. Underlining represents what the students have pulled out of the text, either directly or indirectly, and employed in their letters. The answer key to the first two activities follows so that students' answers can be compared with the correct answers. All of the samples provided in this section illustrate performance standards which are acceptable for the levels identified.

ANSWER KEY TO ACTIVITIES:

1. Directives : Coche les phrases qui expriment les messages importants dans cette publicité.

____ 1. On gagnera beaucoup plus d'argent si on quitte l'école avant de terminer le secondaire.

__✓__ 2. Maintenant et dans le futur, on aura besoin de plus d'éducation pour améliorer sa condition de vie.

__✓__ 3. On aura plus de choix d'emplois si on termine au moins le secondaire deuxième cycle.

____ 4. On donne 10 bonnes raisons pour quitter l'école.

__✓__ 5. Le but de la brochure est d'aider les jeunes à se connaître et à découvrir les différentes possibilités qui s'offrent à eux dans l'avenir.

2. Associe les expressions dans la colonne de gauche à celles de droite.

Expression dans le texte		**Une autre façon de la lire**
1. On se fout de moi à l'école.	7	Je trouve l'école ennuyante.
2. Je coule tout le temps.	5	Je veux trouver ma place dans le monde.
3. ... lâchant l'école.	4	As-tu déjà pensé à quitter l'école?
4. As-tu déjà pensé à décrocher?	8	Je vais avoir un bébé.
5. Je veux me tailler une place au soleil.	3	... décrochant.
	____	On me cherche à l'école.
6. J'en vaux la peine.	2	Je ne réussirai pas.
7. L'école, c'est plate.	6	Je me valorise.
8. Je suis enceinte.	1	On se moque de moi à l'école.

3. Réinvestissement

Ton ami.e a décidé de quitter l'école. Écris-lui une lettre en donnant au moins trois raisons pour lesquelles il.elle ne devrait pas quitter l'école.

Intermediate 4

In the first activity the student was only able to understand one main message (#5), which used a number of cognates and was the most general in nature, and in the second activity two specific ideas, which were concrete and familiar (#4 and #8). In the reinvestment activity only the idea of "l'éducation secondaire," a key word in the text, was used.

Directives : Coche les phrases qui expriment les messages importants dans cette publicité.

✓ 1. On gagnera beaucoup plus d'argent si on quitte l'école avant de terminer le secondaire.

___ 2. Maintenant et dans le futur, on aura besoin de plus d'éducation pour améliorer sa condition de vie.

___ 3. On aura plus de choix d'emplois si on termine au moins le secondaire deuxième cycle.

✓ 4. On donne 10 bonnes raisons pour quitter l'école.

✓ 5. Le but de la brochure est d'aider les jeunes à se connaître et à découvrir les différentes possibilités qui s'offrent à eux dans l'avenir.

Directives : Associe les expressions dans la colonne de gauche à celles de droite.

Expression dans le texte	Une autre façon de la lire
~~1.~~ On se fout de moi à l'école.	3 Je trouve l'école ennuyante.
~~2.~~ Je coule tout le temps.	6 Je veux trouver ma place dans le monde.
~~3.~~ ... lâchant l'école.	4 As-tu déjà pensé à quitter l'école?
~~4.~~ As-tu déjà pensé à décrocher?	8 Je vais avoir un bébé.
~~5.~~ Je veux me tailler une place au soleil.	7 ... décrochant.
~~6.~~ J'en vaux la peine.	1 On me cherche à l'école.
~~7.~~ L'école, c'est plate.	___ Je ne réussirai pas.
~~8.~~ Je suis enceinte.	2 Je me valorise.
	5 On se moque de moi à l'école.

3. Réinvestissement

Cher Charleney

J'écoute toi quitter l'école, Quoi? Ne regarder pas moi dans l'école et ne cherche pas un travail parce qu'on demande l'éducation secondaire. N'est pas bonne idée mes ami, tu pense trop tu idée.

Moi

Intermediate 5

In the first activity the student was able to understand all of the main messages, demonstrating the ability to comprehend the global meanings shared, and in the second, only two specific details (#4 and #5) were understood. In the reinvestment activity, the student pulled out ideas and structures from the text, in addition to linguistic structures that he/she felt could be incorporated in the letter to demonstrate what was considered to be key messages in the article.

Directives : Coche les phrases qui expriment les messages importants dans cette publicité.

___ 1. On gagnera beaucoup plus d'argent si on quitte l'école avant de terminer le secondaire.

✓ 2. Maintenant et dans le futur, on aura besoin de plus d'éducation pour améliorer sa condition de vie.

✓ 3. On aura plus de choix d'emplois si on termine au moins le secondaire deuxième cycle.

___ 4. On donne 10 bonnes raisons pour quitter l'école.

✓ 5. Le but de la brochure est d'aider les jeunes à se connaître et à découvrir les différentes possibilités qui s'offrent à eux dans l'avenir.

Directives : Associe les expressions dans la colonne de gauche à celles de droite.

Expression dans le texte		Une autre façon de la lire
1. On se fout de moi à l'école.	8	Je trouve l'école ennuyante.
2. Je coule tout le temps.	5	Je veux trouver ma place dans le monde.
3. . lâchant l'école.	4	As-tu déjà pensé à quitter l'école?
4. As-tu déjà pensé à décrocher?	1	Je vais avoir un bébé.
5. Je veux me tailler une place au soleil.	7	... décrochant.
6. J'en vaux la peine.	3 / 6	On me cherche à l'école. / Je ne réussirai pas.
7. L'école, c'est plate.	3	Je me valorise.
8. Je suis enceinte.	2	On se moque de moi à l'école.

3. Réinvestissement

Salut
Comment ca va? Je suis bien. J'ecoute (that) tu a decidé de quitter l'école? Pourquoi? Avant, j'ai decide pour quitter l'école, mais j'ai pensé très, très dur. Mon amie dise «restent à l'école». Elle me donne une trois raisons pour lesquelles je ne devrais pas quitter l'école. C'est les raisons
«- C'est trop difficle quand on n'a pas de diplôme. - Je veux faire plus d'argent et - Je veux me tailler une place au soliel»
Ton amie,

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Intermediate 6

In the first activity the student was able to understand all of the main messages, and in the second activity specific details relating to statements # 1, # 4 and # 5. In the reinvestment activity, the student was able to incorporate two specific messages used in the text to illustrate that these messages were understood to be the most important ones and the most related to the student's real-life experiences.

Directives : Coche les phrases qui expriment les messages importants dans cette publicité.

___ 1. On gagnera beaucoup plus d'argent si on quitte l'école avant de terminer le secondaire.

✓ 2. Maintenant et dans le futur, on aura besoin de plus d'éducation pour améliorer sa condition de vie.

✓ 3. On aura plus de choix d'emplois si on termine au moins le secondaire deuxième cycle.

___ 4. On donne 10 bonnes raisons pour quitter l'école.

✓ 5. Le but de la brochure est d'aider les jeunes à se connaître et à découvrir les différentes possibilités qui s'offrent à eux dans l'avenir.

Directives : Associe les expressions dans la colonne de gauche à celles de droite.

Expression dans le texte		Une autre façon de la lire
1. On se fout de moi à l'école.	7	Je trouve l'école ennuyante.
2. Je coule tout le temps.	5	Je veux trouver ma place dans le monde.
3. ... lâchant l'école.	4	As-tu déjà pensé à quitter l'école?
4. As-tu déjà pensé à décrocher?	2	Je vais avoir un bébé.
5. Je veux me tailler une place au soleil.	8	... décrochant.
6. J'en vaux la peine.	3	On me cherche à l'école. Je ne réussirai pas.
7. L'école, c'est plate.	6	Je me valorise.
8. Je suis enceinte.	1	On se moque de moi à l'école.

3. Réinvestissement

Mon ami, si tu quittes l'école maintenant tu vas être nuillier à la maison et si tu trouveras un travaille tu vas seulment faire de 5 à 7 dollars par heure. A coté de ça, tu vas avoir des problème à la maison avec tes parents. Si tu fini l'école, tu peux faire plus d'argent que dans un anné tu vas faire dans 5 anné du travaille et tu plus de choix l'avenir. Tu peux travailler que tu veux.

Examples of Intermediate Level Students' Reading Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Intermediate 4

TEXT NUMBER 1

"You will find this in the classified section of «Le Franco» newspaper. The first article is about a person looking for a French Nanny or some one who can speak French. They need to be able to cook, clean and have experience taking care of 3 kids (4, 6, and 8 yr. old). 2 go to school 2 weeks a month from 7:30 to 5:00 during Sept. - June. Pay is 600$ to 700$ per month. Call Denis P. Paquette at 422 - 1331 (bus.) or 433 - 5912 (home) address 73 Ave., 93 St. The second article is the same but the person needs to clean as well. Start immediately. For a baby of 10 months needs own transportation. Call Colette at 444 - 0693. The 3rd one is for a nanny for 2 small kids (1 and 3 yrs. old). No problems concerning police or other, in case we need them to live with us. Start 7 sept. 1993. Call Annie 469 - 1857 after 6 p.m. Just by reading the articles and the title you can tell it's from a newspaper."

TEXT NUMBER 2

"Since the text is addressed to Madame Caouette, this is a letter. The letter states that after the talk on Friday the 24 of July 1993 by phone, the person is being invited and commented on being a member of their organigation. They sent them 2 brochures Le Monde à Bicyclette and A vélo le matin, both about bicycling. The person gives her best regards and hopes Madame Caouette becomes a scholar and gets the degree."

TEXT NUMBER 3

"This is a warning or informational article you'd find in a brochure or magagine. In Quebec there are lots of bike riders. People who ride for fun, to get to places, to get to work, for their health. Yet there are a lot of accidents concerning them. But 60% involves the rider not following the rules. Lis[illegible], open your eyes, prevent risks and wear a helmet."

This example illustrates what an **Intermediate 4** level student is capable of understanding. Students at this level are able to extrapolate from the texts the main ideas and some specific details relating to vocabulary and structures which are familiar to them using textual formats to assist them in the comprehension of the main ideas presented. The student is able to focus more on what is being said, because his/her exposure to the language has been increased. The student is capable of capturing the main points of the messages presented, but vocabulary that is unknown will cause him/her to make false assumptions about what it is he/she is reading. For example, the student had misunderstood the word "rentrée scolaire" to mean scholar as opposed to going back to school in the fall. These misunderstandings occur because the student is still employing the use of cognates to assist him/her in the comprehension of the text. He/she is not aware of the fact that there are false cognates which can misconstrue what it is the student believes he/she is understanding. Students at this level can very easily differentiate between the text types as this student is able to identify each type of text: Text Number 1 as a classified ad, Text Number 2 as a letter, Text Number 3 as an article in a brochure. The student still relies heavily on English to express what it is he/she is capable of understanding, since the production level is still not at the same level as his/her comprehension level, but this is still to be expected of an **Intermediate 4** level student. This example illustrates a performance standard which is acceptable for this level.

Intermediate 5

Example 1

Text Number 1

"Il désire une gardienne pour leur enfants. Il est un article pour le Franco. Pour le premier petite announce Denis F. Paquette désire une gardienne pour lui trois enfants. Deux vont à l'école deux semaines par mois de sept heure trente à cinq heures de septembre à juin. En l'article deuxième Colette désire un ménagère immédiatement pour un enfant de dix mois mais le ménagère doit avoir son propre transport. En le troisième annonce Annie désire une gardienne pour deux petits enfants à demeure à la maison avec leur. Elle à commencé 7 septembre 1993."

Text Number 2

"Il a mis et désire le café et le lait et le sucre. Il a mis la cigarette. Il a mis aussi son manteau, sur sa tête et son manteau de pluie."

Text Number 3

"In Québec, people use the bicycle a lot. It is a good form of physical exercise and it is also useful to take you to school and work. One can just ride it for fun. But there are a lot of accidents & each year it goes up. The drivers' negligence on the road is the main cause. To prevent accidents, we have to be watchful et (écoutons). Riding your bicycle is not bad but if we obey the security code then it will prevent a lot of danger."

These examples illustrate what **Intermediate 5** level students are capable of understanding. Students at this level are able to extrapolate from the texts the main ideas which are familiar to them using vocabulary and context to assist them in their comprehension of the main ideas presented. The students are able to focus more on what is being said, because their exposure to the language has been increased. For Example 1, the student is capable of capturing the main points of the messages presented, and some specific details with more familiar texts such as Text Number 1, which provides students with personal information which they are easily able to understand. At this level, students are also able to distinguish what type of text is being produced as is demonstrated in Example 1, where the student writes that it is "une petite annonce" and in Example 2, where the student states that the reading is a short story by stating, "I know because of the dialogue and the start, body and end" (Text Number 3). What distinguishes this student from an **Intermediate 4** student is the fact that the students are able to comprehend more categories of information depending on the type of text and are now attempting to use French to describe what they are capable of understanding, especially as it relates to simple concrete texts such as the classified ad. However, as soon as the text becomes difficult or is abstract, the students immediately switch to English. This is acceptable since the students' production level does not match their comprehension level. Students have not necessarily attained full precision in the language used to express what they have understood. Their descriptions will

Example 2

TEXT NUMBER 1

"C'est un article. Je sais parcqu'il m'a donné des «facts» et information sur un topique, dan cet cas les vélos. The articles are all about bicycle safety and how many people don't follow the rules. The article advises that you keep alert, listen, and see risks before they happen. The article says that in 60% of the bike accidents, there is an infraction of the code. It also says that bikes are becoming more & more popular for enjoyment, a ride to work/school, for exercise and also for tourism. At the end, the article says that cyclists are starting to respect the rules."

TEXT NUMBER 2

"Ça est un texte très seriuse. C'est parce que des mots comme «sans parole» et «sans me regarder». C'est un poeme et je sais ça parce que comme il est écrit sur la page. J'ai compris tout le texte. Il est de un matin quand «the speaker» et un homme sans un nom avoir leur déjeuner. L'homme a fait beaucoup des choses, mais il n'a pas dit un mot or regarder l'autre personne. Le «speaker» est «upset» par les actions de l'homme parce qui il a mis son tête dans sa main et il a pleuré."

TEXT NUMBER 3

"This reading is a short story. I know because of the dialogue & the start, body and end. I understand that it is about a woman who loses her parapluie (umbrella) in the woods, east of the city and waits until someone finds it. She knows people phone about it & she knows where they have found it, because she PUTS it there & doesn't lose it at all. When the person finds her umbrella, she takes it and then makes them throw themselves into the river to die. Then she takes her umbrella, leaves it in the middle of the woods, east of the town, and the whole scenario starts again."

contain numerous linguistic errors, but this is to be expected of the level. These examples illustrate performance standards which are acceptable for this level.

Intermediate 6

Example 1

Text Number 1

"Des articles dans un journal qui sont écrit pour chercher de gardienne et ménagère enfants et parce que dans touts les 3 textes ils commence par «Récherche gardienne». Dans deux ils demand pour une personne qui est francophone et un ménagère. Dans la première il doivent être cuisinière aussi et qui a de l'expérience pour 3 enfants qui vont à l'école pour 2 semaines par mois. La salaire (Wages) sont 600$ - 700$ par mois. La mère est Denis 9. Paquette, elle travaille parce qu'elle a deux numéro de téléphone un de (bur.) et (res.)
- Dans la 2e ils doivent être Francophone et commencé immédiatement a temps plein (full time) pour 1 un enfant de 10 mois chez la maison. Propre transport. mère Colette.
- 3e - Gardienne de 2 enfants (1, 3) Avantages sociaux si elle demeure à la maison. Début 7 sept. mère Annie."

Text Number 2

"Une annonce écrit aux cyclistes pour les dit de écouter aux code sécurité routière. Parce que dans le texte il dit et écrit des points qui reflect les risques et insecurité de les cyclistes qui n'écoute pas aux code sécuritaire. Dans ce texte, il commence à parler de la plaisir et travaille qu'on utilise nos bicyclettes pour. Après ils expliquent combien de cyclistes ont mouris en accident et dit que 60% du temps, c'est parce qu'ils sont en infraction au code de la sécurité routière. Il va en dire comment suivre les réglements et l'importance de respecter ces codes."

Text Number 3

"Une lettre écrit au Ministère de l'éducation par le Monde de Bicyclette. C'est une lettre parce que il suivre un form d'un lettre et parle de les bicyclette dedans. Le Monde de Bicyclette à écrit deux brochures de mesure de sécurité aux «request» du Ministère de Education. Ils ensuite dit à vous abonner au journal et à devenir membre de l'orangisation en remplissant la formulaire au dernier feuillet."

These examples illustrate what **Intermediate 6** students are capable of understanding. Students at this level are able to extrapolate from the texts the main ideas which are familiar to them using vocabulary and context to assist them in their comprehension of the main ideas presented. Students are able to focus more on the messages being expressed because their exposure to the language has been increased. Students are capable of capturing the main points of the messages presented, and most specific details with more concrete texts such as Text Number 1 (Example 1), which provides students with personal information which they can easily understand. At this level, students are able to distinguish text types easily. For example, the student in Example 2 is able to discern that Text Number 1 is a poem "parce qu'il y a un rythme musicale," demonstrating that the student is able to bring and use knowledge about poetry to make this deduction. What distinguishes **Intermediate 6** students from **Intermediate 5** students is that an **Intermediate 6** student is able to understand the same categories, but more specific details, and with more complex texts will still attempt to use French to describe what he/she is capable of understanding. If students do not have the word or expression accessible to them in French, they will plug in an English word as in Example 2, Text Number 3, where the student writes "perd son parapluie on purpose." With abstract texts, such as Example 2, Text Number 3, students are only able to relate factual information regarding what was understood. Students at this level will attempt to demonstrate more

Example 2

TEXT NUMBER 1

"C'est un poème parcequ'il y a un rythme musicale! , le repetition des mot «café au lait», «pluie», «regarder». Le poème est a props de quelqu'un qui est triste parce que la personne qu'il/elle vive avec mange son petit dejeuner sans lui parler. Il est parti sans lui dire un mot."

TEXT NUMBER 2

"C'est un advertissement, «awareness» de securité pour le vélo je sais parce qu'il est écrire comme ils parlent au lecteur, demande lui des questions. Au Québec, ils ont concerner que les cyclistes ne font pas asseg d'attention quand ils conduisent. Les bicyclettes sont des risques mais avec le propre securité il n'y a pas aussi de risques. Les cyclistes devraient être «aware» des risques et comment preventer les accidents parce qu'il n'est pas toujours les automobilistes qui cause les accidents problèmes."

TEXT NUMBER 3

"C'est une petit histoire du dialogue je sais parce qu'ils se parlent ensemble. La madame perd son parapluie «on purpose» pourque les monsieurs pour le trouvé. Et elle les invite a rencontre pour recevoir le parapluie . Puis la femme les luent. Elle part sans le parapluie qu'elle lasse pour quelqu'un d'autre pour le trouver."

sophisticated usages, since they have had more exposure to the language. However, their production level still does not match their comprehension level, as students have not necessarily attained full precision in the language used to express what they are able to comprehend. These examples illustrate performance standards which are acceptable for this level.

ADVANCED LEVEL PERFORMANCE CRITERIA

ADVANCED 7

In structured and familiar contexts, using materials tailored for French as a second language students (guided situations), and in unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs, etc.) to identify the types of texts being read and to identify almost all the main message(s) being shared with the comprehension of many supporting familiar details, even those which are sociolinguistically tied for both concrete and abstract texts. Students at this level will also begin to make interpretations of literary texts such as poems and short stories. For example, in the case of a poem, they are able to identify all the concrete meanings being shared and will demonstrate this comprehension making general statements about the content. They will begin to make general interpretations about what it is they have read and are able to identify textual evidence to support their hypotheses. For the most part, they will use French to express what they have understood, but will use the odd English word in their summary in order to sustain the description of the messages which have been understood.

ADVANCED 8/9

In structured and familiar contexts, using materials tailored for French as a second language students (guided situations), and in unstructured and unfamiliar contexts (relating to the use of authentic documents of varying lengths), where students are not necessarily given specific instructions (non-guided situations), they are able to use their cultural, linguistic and strategic knowledge (cognate usage; context clues, such as illustrations, graphs, etc.) to identify the types of texts being read and to identify the main message(s) being shared with the comprehension of a substantial amount of supporting details, even those which are sociolinguistically tied. Students at this level will also be able to make interpretations regarding literary texts such as plays and novels. For example, in the case of a novel, they are able to describe, in fair detail, the factual events and are able to analyze and interpret the symbolic meanings inherent in the text. They are able to find textual evidence to support their hypotheses and will do so with precision. They will use French to express what it is they have understood and will describe their understandings both in general and detailed terms. They will use French as much as possible, but may resort to the odd English word or use circumlocution techniques in order to sustain their description of the messages which have been understood.

Main characteristics of 1993-94 examples

At this point in the implementation process, there are **Advanced 7** students who are able to comprehend the main message(s) being shared. They are able to add most detail to what they have understood, but this detail is basically concrete information only. They are able to use French to describe what it is they have understood, but use the odd English or invented word to sustain the communication. They are also beginning to make interpretations about literary texts, such as poems and short stories, using textual information to support their hypotheses. However, their written production skills are laging far behind their comprehension level and lack precision. This precision can be improved by providing students with ample opportunity to deal with authentic texts. At the present time no **Advanced 8/9** readers have been identified.

Examples of Advanced Level Students' Reading Comprehension of Authentic Texts in a Teaching/Testing Situation

Please refer to page 50 which explains how this sample was obtained.

Advanced 7

This student has been able to identify all of the main ideas and specific details given in the first activity. In the reinvestment activity, the student was able to incorporate a few of the main ideas presented in the authentic text to demonstrate that some transfer of information was occurring.

Directives : Coche les phrases qui expriment les messages importants dans cette publicité.

___ 1. On gagnera beaucoup plus d'argent si on quitte l'école avant de terminer le secondaire.

✓ 2. Maintenant et dans le futur, on aura besoin de plus d'éducation pour améliorer sa condition de vie.

✓ 3. On aura plus de choix d'emplois si on termine au moins le secondaire deuxième cycle.

___ 4. On donne 10 bonnes raisons pour quitter l'école.

✓ 5. Le but de la brochure est d'aider les jeunes à se connaître et à découvrir les différentes possibilités qui s'offrent à eux dans l'avenir.

Directives : Associe les expressions dans la colonne de gauche à celles de droite.

Expression dans le texte	Une autre façon de la lire
1. On se fout de moi à l'école.	7 Je trouve l'école ennuyante.
2. Je coule tout le temps.	5 Je veux trouver ma place dans le monde.
3. ... lâchant l'école.	4 As-tu déjà pensé à quitter l'école?
4. As-tu déjà pensé à décrocher?	8 Je vais avoir un bébé.
5. Je veux me tailler une place au soleil.	3 ... décrochant.
6. J'en vaux la peine.	___ On me cherche à l'école.
7. L'école, c'est plate.	2 Je ne réussirai pas.
8. Je suis enceinte.	6 Je me valorise.
	1 On se moque de moi à l'école.

3. Réinvestissement

Chère Jeannette,

J'ai entendu que vous allez quitter l'ecole et c'est pour ca que j'ecris cette lettre. L'école est une place pour apprendre. Beaucoup de vos amies sont encore là aussi. Dans 3 ou 4 années vous allez avoir votre diplôme et beaucoup de choix pour des jobs plus excitant. Tu peux faire plus d'argent et un job stable. Je croix que quitter l'ecole est la faute la plus mauvaise qu'il y a. Prends mes conseils et rester a l'école.

A.

FSL *samples* student's work 62

Examples of Advanced Level Students' Reading Comprehension of Authentic Texts (non-guided situation) (See Appendix C for background information on these texts.)

Advanced 7

TEXT NUMBER 1

"C'est un article sur la sécurité et les causes d'accidents pour les cyclistes. Il parle de pourquoi on faire du bicyclette et puis la nombre d'accidents chaque année avec les cyclistes qui causes les blesses ou la mort. 60% de ses accidents sont causeé par les cyclistes, pas les motoristes. Il parle des régles et le Code de sécurité routière et ce qu'on peut fait pour assurer que les accidents n'occure pas. Il dit que c'est nécessaire du fait les actions préventif sur part des cyclistes.

TEXT NUMBER 2

"C'est un poème et je sais ça parce que la format est exactement comme ça d'un poème. Quel qu'homme a boire un café du lait et sucre. Il a fumé un cigarette et fait des ronds , des cercle avec la fumée (o^{oo} smoke rings). Il a mis les cendres dans un cendrier (ashes in an ashtray). Il s'est levé, porte sa chapeau et manteau et parti sous la pluie. Il n'a parle pas ou regarder l'autre homme et puis l'autre homme est pleuré. J'ai compris chaque ligne."

TEXT NUMBER 3

"Un dialogue. Il y a des – qui me rappler que c'est des parles de personnes. Il est deux partis. 1) Quel qu'un a perdu son parapluie. La dialogue commence avec la son du téléphone. La personne qui la téléphone a perdu son parapluie pour quelque «purpose». Le monsieur qui la trouver est tellement confusé. La madame qui l'a perdu veux regarde cette personne au milieu du pont de bois à onze heures. Quand l'homme arrive au pont la madame dit que c'est son heure et de sautez. Il se jéta dans la rivière. La parapluie est laissé au milieu du pont. Je pense que la madame était comme l'incarnation de mort, il n'avait pas le choix. C'était nécessaire pour lui de sautez."

This example illustrates what an **Advanced 7** student is capable of understanding. Students at this level are able to extrapolate from the texts the main ideas and most supporting details from authentic texts of varying lengths, especially concrete texts. These descriptions are carried out fully in French and are, for the most part, general in nature, with some details being added to the description. At this level, the odd English word such as "purpose" in Text Number 3 or false cognate, such as "motoristes" in Text Number 1, are inserted, solely as a means of sustaining the communication, since the more appropriate word may have been a new word in the student's vocabulary or not accessible to memory at that moment. As a result, the student is able to capture the essence of meaning so as to maintain the recollection of information. With abstract texts, such as Text Number 3, the student is beginning to demonstrate the ability to hypothesize about the literary meaning of the short story, since he/she states, "Je pense que la madame était comme l'incarnation de mort..." However, the student's production level does not match his/her comprehension level, as the student has not been able to articulate, with complete accuracy, what it is he/she has understood. This example illustrates a performance standard which is acceptable for this level.

Assessing the Production Skills: Oral and Written Production

BALANCING THE ASSESSMENT OF THE MESSAGE

When assessing and assigning a level of language competency to these two skill areas, as described in the Program of Studies, it is important to have a clear and concise picture of what they are. Oral and written production involve the creation of messages to communicate an intent. There are three important elements to consider when developing and assessing the production skills: 1) the intent being communicated, 2) the communicative task and 3) the precision of the language the students employ to communicate the meaning behind their intent.

The **communicative intent** provides the reason or need for communicating and will determine what will be produced and how it will be produced. These communicative intents are often referred to as language functions, such as: asking/giving information, asking/answering a question, persuading or convincing someone to do something, etc., which determine what form the communication will take. These forms of communication are known as communicative tasks, which replicate real-life ways in which messages are produced. For example, for the oral production skill these communicative tasks would take the form of informal/formal conversations, public announcements, oral interviews, commercials, etc., and for written production, they could take the form of letters, recipes, poems, summaries or reports, for example. In essence, the texts that exist for the receptive skills are the same texts that can be used for the oral/written production skills (see Appendix B for a list of some of these possible texts). The difference, though, is that students will need to be consciously aware of what it is they are producing (the communicative intent of their productions) and how they will be able to express this intent (the use of the language, i.e., correct grammar usage, appropriate vocabulary, and discourse markers to create coherent and cohesive discourse).

Language precision will demonstrate the level of language sophistication and the accuracy used by students. As with the comprehension skills, there are also levels of complexity in the forms of language used by the students and the accuracy to be expected. In the beginning, for example, students will begin producing the language by means of simple ritualized sentences and will gradually move on to more sophisticated forms of the language, given the context and the type of communicative task involved. For example, at the **Beginning** level, precision will be expected at the word level so that the focus of assessment will be around the precision of word usage, at the **Intermediate** level it will be at the sentence and the paragraph level, and at the **Advanced** level it will be at the discourse level. In order for students to attain accuracy and be successful in carrying out their oral and written productions, they will need to be provided with a vast number of authentic language models before they will be able to produce a given communicative task orally or in written form.

Initially, when students are asked to produce on their own, they will need guidance in the development of their productions. These productions should be based on contextually appropriate language models which can assist students in becoming fluent communicators for either spontaneous or prepared purposes. Students should be made to understand that being able to communicate successfully also involves linguistic precision. In order to attain this precision, students must be given ample opportunity to develop and refine the language forms they are being exposed to, using authentic, real-life situations and numerous language models at the comprehension level before they are asked to produce. When students are ready to produce, they should be given sufficient time and opportunity to do so, with plenty of time to practice and store in memory new structures which are being introduced while recycling and reusing others which have been previously acquired.

They should also be shown that the same linguistic elements can be transferred from one context to another and from one field of experience to another. For example, the concept of numbers can be transferred to a number of linguistic usages, in addition to contextual usages, such as asking the date, giving the time, numbering items, asking for a page number, counting money, giving one's telephone number and address, etc. When students realize that they can recycle and transfer the same linguistic element to a number of different contexts and situations, they will develop more confidence in their use of the language.

A further step in the language development of the production skills is to provide students with accessibility to real-life examples or documents in order that they can hear and see authentic language in use. These authentic documents can be used in turn as models of correct and accurate oral/written productions. Students can analyze the content (messages) and how these messages are being produced. In other words, students can identify, using authentic documents, the types of linguistic elements and structures that are being employed as a means of expressing these messages, the type of vocabulary that is being used and how ideas are connected and interrelated. Employing this system of analysis will assist students in being able to develop their oral/written language competencies as they begin to recreate or create their own messages. It is only by being exposed to a number of authentic language models that students will be able to generate and produce their own messages which are both precise in language use and contextually appropriate.

Another aspect of improving and refining students' language competency is providing students with instruments and processes which will foster the development of their language skills, not impede or hinder them. Processes such as peer or teacher editing, which ask the students to reflect upon the errors being committed and not just correcting them, will assist students in developing self-monitoring skills which will guide them in the choices they make regarding their ability to communicate their intents. The use of diagnostic guides which define the assessment criteria being used to evaluate the students' final work will also allow them the opportunity to improve their ability to refine their communicative/linguistic skills. These guides should be accompanied by a viable error correction code which facilitates the task of revising and editing one's work. This code must be explained to students prior to

being used, so that all concerned will be able to understand and appropriately apply the code to the revision of the students' own work.

Correction codes need to be simple, efficient and effective. When creating the code and implementing it, teachers must keep in mind the objectives of the task, what language elements are being presently introduced, what is being developed, and what linguistic elements are in the refinement stage. Error correction should raise to the students' conscious level those elements which are being introduced, but should mainly focus on the developing and refining language elements to reduce the possibilities of fossilization (improper storage in memory) of these elements. Attainment does not occur after one or two exposures; rather, students need to reinforce constantly what they have previously learned in order to sustain its usage. For this reason, criterion-based evaluation ensures that all previous linguistic elements are constantly being recycled and reused, both in formative and summative situations.

Students should be presented with these criteria when the communicative task is initially assigned, re-presented during the developmental process as a means of revising and editing their work and once again at the point of summative evaluation, so that students are given the opportunity to improve and refine their work. This is especially true of oral or written work that is prepared, rather than spontaneous, since prepared speech is often characterized by complete sentences, and a logical and sequential presentation of these thoughts. On the other hand, spontaneous speech is often characterized by repetitions, incomplete sentences, rephrasing, and may contain linguistic errors that do not disturb the listener (and sometimes the reader). If, however, in spontaneous interaction there are errors that are incomprehensible to the listener (or the reader), they are often negotiated between the listener and the speaker, or the reader and the writer, so as to clarify the original meaning behind the message(s) produced. In this sense, an immediate error correction process is being carried out, since the interlocutors are negotiating the message(s) not understood. In prepared speech, however, a more conscious process must be carried out in order to correct and improve the communication, since the same interaction is often not a part of the process.

This is where checklists and grids will assist learners in becoming better communicators. For example, in the Beginning Level Model Test students are supplied with checklists in order to assist them in ascertaining if they have included all the content required by the task and to make them reflect upon their prepared production to determine if they have successfully completed the task. An example from the Beginning Level Model Test is included on the following page to demonstrate how students can be given a strategy which will assist them in improving not only the communicative task but the precision of the language being used.

In this test question, the students are asked to prepare a P. A. announcement for their school regarding a Valentine's dance, a basketball match between two schools or a French Club meeting. They are to choose one of the three options. They are also provided with a model if

they need one in order to create their own P. A. announcement. In addition, they are given a checklist to ensure that all the content required in the test item is included in their message and that they have checked, by listening to their message, to see if they have any errors they wish to correct. This checklist is one of a number of checklists which can be found in this particular model test.

Liste de contrôle pour l'élève

1. J'ai préparé mon annonce publique en décrivant :

   ❑ l'événement (comm./lang.).

   ❑ la date (comm./lang.).

   ❑ l'heure (comm.lang.).

   ❑ l'endroit (comm./lang.).

   ❑ une école ou une fête francophone (c.).

2. J'ai :

   ❑ vérifié que mon message est complet (comm./f.l.g.).

   ❑ utilisé «il y a» (lang.).

   ❑ utilisé le temps présent des verbes (lang.).

   ❑ utilisé une forme correcte de l'heure (horloge de 12 ou 24 heures) (lang./c.).

   ❑ utilisé un format approprié pour une annonce publique préparée (f.l.g.).

Student Checklist

1. I have prepared my public announcement describing:

   ❑ the event (comm./lang.).

   ❑ the date (comm.lang.).

   ❑ the time (comm./lang.).

   ❑ the place (comm./lang.).

   ❑ a francophone school or a cultural celebration (c.).

2. I have:

   ❑ ensured that my message is complete (comm./g.l.e.).

   ❑ used "il y a" (lang.).

   ❑ used verbs in the present tense (lang.).

   ❑ used a correct form for time (12 or 24 hour clock) (lang./c.).

   ❑ used a format appropriate for a prepared public announcement (g.l.e.)

Therefore, in order to determine students' oral or written production competency, it is important to determine the intent the students are to communicate, the type of communicative task the students will be engaged in in order to be able to carry out the intent, what linguistic elements will be needed in order to be able to complete the communicative task successfully and what sociolinguistic aspects are apparent which will render the communicative task more culturally appropriate. These elements are essential for determining at what level of language competency the students are functioning in terms of the Program of Studies.

In order to assess students' oral and written production it is recommended that both formative and summative evaluations be taken into account. These assessments should take the form of sample collections from both the students' experiential classroom activities and the test situations they are involved in. The accumulation of these types of samples will provide a more exact picture of the students' communicative/linguistic abilities at any given point of time and will also provide the students with concrete evidence of their language development over the course of the school year. These profiles can also be shared between teachers as a means of placing students at the appropriate language developmental level or for diagnostic purposes.

CREATING ASSESSMENT CRITERIA FOR EVALUATING THE PRODUCTION SKILLS

As was previously discussed in the "Introduction," an important aspect of the evaluation process is the use of clear and concise assessment criteria which will be used to judge students' oral and written performance. The criteria describe, for the evaluator and for the student being evaluated, the parameters permitted to attain certain standards as they relate to a given communicative task, the language competency level and the curriculum standards of the program. These criteria contain scaled rubrics which will ascertain to what degree students have been able to attain the curriculum standards of the Program of Studies, i.e., to determine whether students have met the acceptable standard, have met a standard of excellence or have not met the standard at all. The rubrics of these criteria delineate, in qualitative terms, the scale of performance for the communicative task and the quantitative value attributed to each rubric contained within the scale.

Rubrics are used to evaluate both the content and the quality of the performance. When teachers (evaluators, test designers) assign an oral or written communicative task which is to be judged summatively, it is important to determine, prior to assigning the task, **what** content will be evaluated and **how** the content and **quality** of the message are to be judged. To create an effective evaluation grid which contains scaled rubrics for each of the four components and quantified descriptions which meet the curriculum standards of the program, one can follow these three steps.

1. List all of the elements which will be judged for each component and determine what value each component will be given. At the **Beginning** level it is recommended to assign greater values to the experiential/communicative component than to the language component, since the latter is mostly in the development stage. However, as students move into the higher **Intermediate** levels and the **Advanced** levels, the experiential/ communicative and language components should be weighted equally.

2. For each criterion, develop a scale which starts with what is considered to be the standard of excellence and move downwards for as many descriptors as are required. The categories do not have to be exactly the same in quantity, but a progression must be evident.

3. Provide a weighting for each rubric, based on what is deemed to be the standard of excellence, what is considered acceptable and what is not acceptable.

(Adapted from the original source: Herman, Aschbacher, and Winters, 1992 as cited by Pate, Homestead and McGinnis, 1993, p. 25.)

The following example will help to illustrate this process. The students have just finished a unit on "Housing" and are now required to sell an item, because they are moving to another city/province and this particular item is far too expensive to move. Students are required to advertise the item in their community newspaper. They have seen classified ads previously in both English and French and have done an example together as a class. Students are now asked to create their own ad containing the following elements. Students are to: 1) indicate the item to be sold, 2) provide a description of the item (minimum 3 characteristics), 3) provide a contact name, a telephone number and the correct expression required for asking for more information, 4) mention the price of the item, using the correct format in French Canada for writing the price, 5) use the appropriate format for writing a classified ad (isolated words only, commas and boxed format), ensuring correct spelling, correct use of adjectives, appropriate vocabulary and correct word order for the ad, 6) follow the model, 7) use a dictionary to ensure that the words are spelled correctly and 8) attempt to create the ad to the best of their ability (risk-taking). The students are then provided with the following evaluation grid so as to inform them of exactly what is to be evaluated and how. The values assigned are arbitrary in nature and were assigned in this fashion for illustrative purposes. These values will change according to the communicative task, the complexity of the task and the level of precision required by the language competency level.

GLOBAL ORAL/WRITTEN PRODUCTION CRITERIA

Name: Any student in Alberta at Reg. 3 level **Type of Communicative Task:** Classified ad

Date: October 20, 1994

Characteristics of the Message:

Standard	**Communication** Content of message/how formed		**Culture** Sociolinguistic		**Language** Vocabulary, grammar, structure		**General Language Education** Strategies used	
	Content required: [ ] name of item mentioned (1) [ ] description given (min. 3 characteristics) (3) [ ] contact name provided (1) [ ] telephone no. provided (1) [ ] used appropriate classified ad format, isolated words, open boxed format, commas (3) [ ] mentioned price (1)		**Conventions/ Information required:** [ ] used correct placement of monetary symbol [ ] used correct format for writing price [ ] used the correct expression required to inquire for more information		**Precision required:** [ ] correct use of adjectives [ ] appropriate vocabulary [ ] correct word order for text		**Strategies (possibly) employed:** [ ] followed the model (1) [ ] used a dictionary (1) [ ] took the risk to create a message (1)	
Excellent	Complete — all elements requested are present - appropriate to situation/context (using isolated words/phrases)	10 9 8	- appropriate conventions/ information used for the situation/context	3 2.5	- accurate use of grammar rules, vocabulary, spelling and word/sentence structure for the communicative task (0-2 errors)	5 4	- effectively sustained, using a variety of strategies	3 2.5
Acceptable	Partially complete — almost all elements requested are present - somewhat appropriate to situation/context	7.5 7 6.5 6 5	- some appropriate conventions/information used for the situation/ context	2 1.5	- some errors in grammar usage, vocabulary, spelling and word/sentence structure as it relates to the communicative task (3-5 errors)	3 2	- partially sustained, using a number of strategies	2 1
Not acceptable	Insufficient — far too many elements are missing - incomprehensible/ inappropriate to situation/ context	4 3 2 1 0	- few, if any, appropriate conventions/information used for the situation/ context	.5 0	- far too many errors in grammar usage, vocabulary, spelling and word sentence structure as it relates to the communicative task (more than 5 errors)	1 0	- unsustained, not one strategy used	.5 0
Total: /20		/10		/3		/5		/3

As can be seen by the grid, the content and how it is to be evaluated is clear. Students are fully aware of how their performance will be judged and it is up to them to perform accordingly. An example of this grid is included in Appendix D which can be adapted to classroom use if the reader so chooses.

As teachers, evaluators and test designers develop criteria, they will also become aware of the fact that the higher the language competency level the more precise the descriptors will have to become and that more categories will be needed to define the students' performance, since the communicative tasks are more complex in nature and require more sophisticated language usage. In all cases, evaluators may find the summary tables in Appendix A useful for creating the acceptable standard descriptors and building the remaining criteria from there. For further examples, readers are encouraged to view the Intermediate Level Model Test which provides a number of examples of different criteria, which have been developed based on the type and complexity of the communicative task.

This section has provided suggestions for the development of criteria for judging students' language performance for the oral and written production skills. What follows are descriptions of the performance criteria for these two skills at different language competency levels as defined in the Program of Studies and examples of student work that illustrate the main characteristics being featured by the samples.

Features of French as a Second Language Learners' Oral Production

BEGINNING LEVEL PERFORMANCE CRITERIA

BEGINNING 1

Students at this level are able to take learned and rehearsed words, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (listing, naming, asking/answering ritualized questions, and describing simple concepts) by creating simple, prepared texts containing one or two words, phrases or sentences, relating to the fields of experience under study. The communicative tasks the students are able to carry out are very simple in nature and are always initiated by someone or something else, for example, being able to provide information in simple dialogue situations (answering ritualized questions in a reactive manner, naming items, identifying and describing concrete things, etc.) based on the context. These texts are always modelled for the students before they are able to recreate their own similar texts. They are able to use simple linguistic elements, such as the verbs "avoir, être, aller, faire," and simple vocabulary relating to colours, numbers, personal information, such as their age, their name and telephone number and information about their family, when asked ritualized questions that require this information. If questions are asked that are not exactly as memorized, they experience difficulty in providing an answer. The delivery is marked with the presence of first language interference in the melody and the rhythm and is often staccatto-like in nature.

As there are multiple entry points at the **Beginning** level, the type of content one will find in these oral productions will be directly related to the cognitive development of the students and their age. Students who are in either junior or senior high school will be able to link more sentences together, but these sentences will still remain very simplistic in nature and without the use of cohesive elements to make the oral production more natural in its delivery. For example, upon hearing the ritualized question "Comment t'appelles-tu?" a 9/10 year old will say, in a presentation situation "Je m'appelle Paul." and will then need the question "Quel âge as-tu?" in order to be able to answer with "J'ai dix ans.", whereas a junior or senior high school student may say under the same circumstances "Je m'appelle Suzanne et j'ai quinze ans.", since at this age and cognitive level the students are more likely to want to be more explicit with the kinds of information they want to share with the listener. At all age groups, though, students will rely heavily on models for pronunciation and linguistic replication and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same field of experience. They will require constant guidance and modelling in order to be successful in their oral productions.

BEGINNING 2

Students at this level are able to take learned and rehearsed words or sentences, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (listing, naming, answering ritualized questions, asking and answering simple questions, giving simple commands, describing simple concepts, and expressing simple needs) by creating simple, routine prepared texts composed of a number of simple words, phrases or simple sentences relating to the fields of experience under study and the context(s) being presented. The communicative tasks the students are able to carry out are simple, but are becoming more authentic in nature, although still requiring someone or something else to initiate and sustain the communication. For example, they are able to provide information in simple dialogue situations containing a question/answer format. The types of communicative tasks that students at this level can successfully carry out are tasks, such as describing one's family in an audioletter, giving someone simple directions using a map or creating a weather report which contains information on highs and lows and meteorological conditions. These productions are still somewhat staccatto-like in their delivery and the melody and rhythm continue to be influenced by their first language.

These oral texts are always modelled for the students before they are able to recreate their own similar texts. They are able to use simple vocabulary and linguistic elements relating to qualifying adjectives, directions, the use of "er" verbs in the present tense, the imperative, sentences which use the verbs "avoir, être, faire, aller," and information about themselves, their family and their friends, etc., when asked ritualized questions that require this information. If questions are asked that are not exactly as they have memorized them, they are unable to provide an answer.

As stated in **Beginning 1**, students at this level can range in age and as a result, the content of their oral productions will reflect their cognitive development and their age. Students will still rely heavily on models for pronunciation and linguistic replication, and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience and from one context to another within the same field of experience. They will require continual guidance and modelling in order to be successful in their oral productions; however, at this level, students will begin to take a few more risks in the kinds of things they say as they are developing more confidence with the language and the situations they are confronting. As a result, they will tend to make more language and pronunciation errors which must be corrected appropriately in order to avoid incorrect storage in memory of their usage and pronunciation.

BEGINNING 3

Students at this level are able to take rehearsed and acquired words and sentences, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (listing, naming, asking and answering simple questions, giving simple directions/ commands/advice, describing simple concepts, and expressing simple needs) by creating

simple, routine, prepared texts composed of many simple words, phrases or simple sentences relating to the fields of experience under study and the context(s) being presented. The communicative tasks the students are able to carry out are still simple but authentic in nature. They are able to recreate dialogues, for example, which are basically structured but where they can add some spontaneity. The delivery, however, is still somewhat stilted and lacks the naturalness associated with authentic discourse. The types of communicative tasks that the students can successfully engage in are, for example, describing one's likes and dislikes or activities in an exchange audioletter, producing a fairly descriptive weather report, presenting a P.A. message related to activities in the school, participating in a controlled interview situation, giving precise directions over the telephone, etc. They are also beginning to create their own questions so as to be able to participate more naturally in authentic face-to-face exchanges. However, their productions are still staccatto-like in delivery and the melody and rhythm continue to be influenced by the students' first language.

Oral texts are still being modelled for the students before they are able to recreate or create their own similar texts. They are able to use vocabulary, limited to the fields of experience, and linguistic elements relating to the present tense, simple future and the imperative, sentences which use the verbs "avoir, être, faire, aller," qualifying and possessive adjectives, to provide information about themselves, their family, their friends, their activities, their likes/dislikes, etc., when asked ritualized questions that require this information. If questions are asked that are not exactly as they have memorized, they will require the questions to be rephrased so as to be able to provide an answer.

As stated in **Beginning 1** and **2**, students at this level can still range in age and as a result, the content of their oral productions will reflect their cognitive development and their age. Students will still rely heavily on models for pronunciation and linguistic replication and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same or different field of experience. They will still require continual guidance and modelling in order to be successful in their oral productions. As students develop more confidence with the language, they will take more risks in the kinds of things they will say. As a result, they will tend to make more language and pronunciation errors, especially when reading prepared texts. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. In addition, error correction should be done in order to make students aware of the importance of language precision as a means of becoming a better communicator with native speakers of the language.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students the the **Beginning** level are asked to produce texts, they are very limited in nature and tend to lack authenticity as they relate to communicative tasks. Students are still being asked to engage in activities that are language focused as opposed to being communicatively focused; that is, communicative activities in which there is an **intent** (a reason for communicating) and a **communicative task** (an authentic way in which language is used in real life). As a result, students tend to rely heavily on prepared texts, which are teacher corrected and in which the students are not actively involved in the edit/revision process. These texts are then read aloud and the students often find themselves producing words which they are neither familiar with or have had sufficient practice pronouncing. They often repeat texts without really knowing what they are producing. The reason for this is that students are often being asked to produce for evaluative purposes before they are ready to do so, resulting in insufficient time to attain the elements being evaluated. What is important to note is that students should be given authentic texts to model from and real-life tasks to carry out after having followed guided practice sessions. In addition, they should also have sufficient exposure to simple spontaneous interactions so that they become accustomed to asking as well as answering questions with the language knowledge that they are able to understand and employ.

In order, then, for **Beginning** level **1**, **2** and **3** students to become better communicators, they must engage in real-life tasks that allow them to develop and refine the communicative/linguistic elements of the Program of Studies sufficiently so as to be able to progress into the **Intermediate** level. The examples that follow illustrate some of the features of the Program of Studies which are being demonstrated at the present time, but more authentic tasks must be carried out in order for students to perform effectively in experiential/communicative situations.

The examples can be heard on the audio cassette which accompanies this document.

Examples of Beginning Level 1 — Oral Production (on cassette)

Example 1

Field of Experience:
Animals

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
A simple narrative of one's favourite animals

Type of Communicative Intent:
Describing animals

Age of Students:
8-10 years

Background of the Example:
Students were given the opportunity to prepare in advance the colours they wished to use to describe the animals. They were given time to practice before being recorded.

Curriculum Standard:
Students were expected to create a message, following a model which identified an appropriate colour for the animals chosen, using the present tense. They were also asked to identify themselves, their age and what they were studying.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple message composed of simple sentences, prepared in a modelled and structured fashion.
- The message is appropriate to the text and the intent is obvious.
- The message provides simple, concrete information that is representative of the task. Some hesitation is evident as the student attempts to express the message, but this is expected of students beginning to experiment with the language.

Linguistically:
- The vocabulary used in this sample is appropriate to the task, using words that have been taught in a ritualized manner. The use of colours is appropriate to the types of animals mentioned and demonstrates logical use of the concept.
- The student is making some pronunciation errors within the sentence, with rhythm and melody being influenced by the first language, but this would not distract a native speaker.
- The student shows agreement between the noun and adjectives and correct word order, since the text has been practiced and language use is memorized, not fully attained.

Culturally:
- The text does not lend itself to cultural information since the task does not necessarily require the identification of cultural facts or the use of social conventions.

Strategically:
- The student has used structured practice as a means of acquiring the linguistic structure. (cognitive)
- The student has taken the risk to create a recorded message voluntarily. (socio-affective)
- The student is selectively attending to the task by adhering to the model provided. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2

Field of Experience:
School

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Autobiographical narrative

Type of Communicative Intent:
Presenting oneself to a classmate

Age of Students:
8-10 years

Background of the Example:
Students were given the opportunity to prepare an oral presentation in which they would provide personal information to someone unknown to them. They were given language models to follow which were prepared by the teacher. From these models, students were to select the sentences that they felt best described them.

Curriculum Standard:
Students were expected to communicate information about themselves using autobiographical information such as their name, their birthdate, likes and dislikes in order that another person could get to know them better.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words and ritualized sentences together to create a number of simple concrete messages prepared in a modelled and structured fashion.
- The message is appropriate to the communicative intent and is obvious and clear.
- The message provides simple but accurate information that is representative of the task and the communicative intent.

Linguistically:
- The vocabulary used in this example is appropriate to the task, but limited in nature.
- There is some faulty pronunciation evident, for example, "mars" and has a stacatto-like delivery, but this does not impede the comprehension of the message. Rhythm and melody are influenced by the first language.
- The student is demonstrating the correct use of the present tense, adjectival placement, and correct word order.
- There is coherence of thought and cohesion at the word level, but as a series of thoughts, they are not developed sequentially or logically.

Culturally:
- The task does not require that any particular cultural information or social conventions be included.

Strategically:
- The student has followed the model given in order to create a message. (cognitive)
- The student has voluntarily taken the risk to produce a number of simple sentences orally. (socio-affective)
- The student has selectively attended to the task by following the instructions, with assistance from the teacher regarding the language models to use and the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 3

Field of Experience:
School

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Public announcement

Type of Communicative Intent:
Informing fellow students of a school event

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare an oral announcement in which they would provide information regarding a school event. They were given language models to follow in the Beginning Level Model Test and were to recreate a message from the alternatives presented. They were also given a checklist to use as a means of verifying their message.

Curriculum Standard:
Students were expected to communicate information about the event by identifying a francophone presence and by using linguistic elements appropriate to the message being communicated.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words and sentences together to recreate a prepared, concrete message composed of a number of simple sentences, produced in a modelled and structured fashion.
- The message is appropriate to the communicative intent and is obvious and clear.
- The message provides simple and sufficient information that is representative of the task and the communicative intent.

Linguistically:
- The vocabulary used in this example is appropriate to the task, but limited in nature.
- There is some faulty pronunciation evident, for example, "commence," but it does not impede the comprehension of the message.
- The delivery of the message is still influenced by the first language as the rhythm and melody are not smooth or natural.
- The student is demonstrating the correct use of the present tense and preposition usage. The student was not able to use the possessive usage with "de" correctly.
- There is coherence of thought and cohesion at the word level.

Culturally:
- The student was able to identify a francophone presence in the province by naming the school "Maurice-Lavallée".

Strategically:
- The student has been able to follow a model to recreate a message appropriate to the instructions given. (cognitive)
- The student has voluntarily taken the risk to produce a simple message orally. (socio-affective)
- The student has selectively attended to the task by using a checklist to verify the production. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Beginning Level 2 — Oral Production (on cassette)

Example 1

Field of Experience:
School

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Autobiographical narrative

Type of Communicative Intent:
Presenting oneself to a classmate

Age of Students:
8-10 years

Background of the Example:
Students were given the opportunity to prepare an oral presentation in which they would provide personal information to someone unknown to them. They were given language models to follow which were prepared by the teacher. From these models, students were to select the sentences that they felt best described them.

Curriculum Standard:
Students were expected to communicate information about themselves, using autobiographical information, such as their names, their birthdate, likes and dislikes in order that another person could get to know them better.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words and ritualized sentences together to create a simple, concrete message composed of a number of simple sentences, prepared in a modelled and structured fashion.
- The message is appropriate to the communicative intent and is obvious and clear.
- The message provides simple but accurate information that is representative of the task and the communicative intent.

Linguistically:
- The vocabulary used in this example is appropriate to the task, but limited in nature.
- The student's pronunciation is near natural and is easy to comprehend, but the rhythm and melody of the language are still influenced by the first language.
- The student is demonstrating the correct use of the present tense and adjectival placement. The student has also used linguistic elements that are found at other levels, but has done so correctly, with the assistance of the teacher.
- There is coherence of thought and cohesion at the word level, but as a series of thoughts they are not developed sequentially or logically.

Culturally:
- The task does not require that any particular cultural information or social conventions be included.

Strategically:
- The student has been able to follow the model given to recreate a message. (cognitive)
- The student has voluntarily taken the risk to produce a simple message orally. (socio-affective)
- The student has selectively attended to the task by following the instructions, with the assistance from the teacher regarding the language models to use and the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2

Field of Experience:
Weather

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
A weather report for the radio

Type of Communicative Intent:
Informing someone about weather conditions

Age of Students:
12-15 years

Background of the Example:
Students were given the opportunity to prepare the text in advance.

Curriculum Standard:
Students were expected to communicate weather conditions using weather expressions appropriate to the temperatures chosen. They were also to identify francophone communities in their forecast to demonstrate their knowledge of a francophone presence in Alberta.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link memorized sentences to create a simple, concrete message composed of a number of simple sentences, prepared in a modelled and structured fashion.
- The intents are clear and obvious.
- The message contains appropriate information, situated within the context of a radio broadcast. This is evident with the statement "Un bulletin de météo pour la province."
- The message provides sufficient information that is representative of weather reports, presenting information on temperatures (maximums and minimums) and weather conditions, such as whether or not it will rain, snow, etc., which is appropriate to the task.

Linguistically:

- The vocabulary used is appropriate to the task. It is limited; however, the student is showing the initiative to recycle some vocabulary as is evident in the statement, "Les rues de la ville sont glacées." The student is also showing attainment of vocabulary relating to weather conditions and temperature.
- The student is still making a fair number of pronunciation errors, such as pronouncing final consonants ("moing") which does not impede the understanding of the message. Rhythm and melody are still influenced by the first language.
- The text is read with hesitations and pauses, since the student is still learning to decode written symbols so that they reflect the sounds of the language.
- The student has also used the present tense which is appropriate for the time frame of the text. No errors were found in this area as the text had been revised before its presentation.

Culturally:

- The text includes the identification of a franchophone presence by naming francophone communities in Alberta, such as Rivière la Paix, Morinville and Legal.

Strategically:

- The student has followed the model given in order to create a weather forecast. (cognitive)
- The student shows a positive attitude towards the language by taking the risk to add some extra ideas to the text. (socio-affective)
- The student has used knowledge of the elements of a weather report to attend to the task selectively. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 3

Field of Experience:
School/People around us

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Recording a prepared audioletter

Type of Communicative Intent:
Describing one's family for an exchange partner

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare their message regarding the **beginning** of a letter they would be sending an exchange partner. They were given a checklist to use as a means of verifying their message.

Curriculum Standard:
Students were expected to provide information regarding themselves and their families using the model supplied in the test item for the Beginning Level Model Test.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link learned words and ritualized sentences together to create a simple, concrete message containing a series of interrelated simple sentences, prepared in a modelled and structured fashion.
- The message is appropriate to the task and the intent is obvious and clear.
- The message provides simple and sufficient information that is appropriate to the task and the intent.

Linguistically:
- The vocabulary used is limited but appropriate to the task.
- There is some faulty pronunciation evident, for example, pronouncing the final consonant in "aoû**t**, compassionan**t**" and the "eu" sound of "Terre Neuve." Some elisions are missing but do not impede the comprehension of the message. The staccato-like delivery of the message is appropriate for the level.
- The student is demonstrating the correct use of possessive adjectives and age, but does commit one verb error with ". . . elle a très . . . comique."
- The student has also attempted to use verb usage that is above the level. This demonstrates that the student is beginning to acquire language usage from the **Beginning 3** level, but its attainment is not complete as the student added a "le" in the sentence "Elle aime **le** lire les télé-romans."
- There is coherence of thought and cohesion at the word and sentence level as thoughts are developed sequentially and logically.

Culturally:
- The student was able to identify a francophone name for the letter, in this case "François."
- The student did greet the exchange student with "Bonjour," using a social convention appropriate to the task.

Strategically:
- The student has been able to follow a model to recreate a message. (cognitive)
- The student has voluntarily taken the risk to produce a simple message orally to fulfill the communicative intent. (socio-affective)
- The student has selectively attended to the task by using a checklist to verify the production. (metacognitive)
- The student is carrying on some monitoring of the production by correcting a pronunciation error. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Beginning Level 3 — Oral Production (on cassette)

Example 1

Field of Experience:
Weather

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
A weather report for radio

Type of Communicative Intent:
Informing someone of weather conditions

Age of Students:
12-15 years

Background of the Example:
Students were given the opportunity to prepare the text in advance.

Curriculum Standard:
Students were expected to communicate weather conditions using weather expressions appropriate to the temperatures chosen. They were also to identify francophone communities in their forecast to demonstrate their knowledge of a francophone presence in Alberta.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a number of ritualized sentences to create a simple, concrete message composed of simple sentences, prepared in a modelled and structured fashion.
- The message is appropriate to the text and the intents are clear and obvious.
- The message contains appropriate information situated within the context of a radio broadcast of a hockey game, incorporating the student's experiences and knowledge base. The inclusion of this information also shows the student's desire to add authenticity to the text.
- The message provides sufficient information that is representative of weather reports, which focus on presenting information on temperatures (maximums and minimums) and weather conditions, such as whether or not it will rain, snow, etc.
- The student has also included other information to add humour to the weather report.

Linguistically:

- The vocabulary used is limited but appropriate to the task, showing attainment of the vocabulary relating to weather conditions and temperature and the initiative to integrate more vocabulary.
- The student is still making a fair number of pronunciation errors, such as pronouncing final consonants, which is occurring because the student is reading the text and not necessarily thinking about **how** the word should be pronounced. These pronunciation errors do not interfere with the understanding of the message.
- The hesitations and pauses are expected, especially when new structures that have not been introduced and developed in class are included in the text, such as "La ville est un «Saddledome» géant.", referring to Calgary as totally frozen over like a skating rink.
- The student has also used the present tense which is appropriate for the time frame of the text. There were no errors in this area because it was a text that had been revised before its presentation.

Culturally:

- The text includes the identification of a francophone presence by naming francophone communities in Alberta, such as Beaumont and Legal.
- The text includes appropriate simple social conventions, such as "Bonsoir" and "merci."

Strategically:

- By adding humour to the text the student shows a positive attitude towards the language. (socio-affective)
- The student has used knowledge of weather report elements to attend to the task selectively. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2

Field of Experience:
School/Activities

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Leaving a message on an answering machine

Type of Communicative Intent:
Giving a friend directions to the school gymnasium to see a basketball match

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare their message regarding directions to be given to a friend. They were given a checklist to use as a means of verifying their message.

Curriculum Standard:
Students were expected to provide accurate directions which would assist a friend in arriving at the school gymnasium to see the basketball game. They were to provide the time, place and give instructions as to how to get there. Their friend was a francophone so they were to chose an appropriate French name.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link learned words and expressions together to create a simple, concrete message composed of a series of simple interrelated sentences, prepared in advance.
- The message is appropriate to the communicative intent and is obvious and clear.
- The message provides simple and sufficient information that is representative of the task and the communicative intent, but one inaccuracy was noted with the time of day, "une heure du **soir**." This inaccuracy, however, does not impede the comprehension of the message.

Linguistically:
- The vocabulary used is appropriate to the task but still limited in nature.
- There is some faulty pronunciation evident, for example, "commence, chemises, gymnase" and a number of elisions are missing, but these errors do not impede the comprehension of the message. The staccato-like delivery of the messages and the lack of natural rhythm and melody are still appropriate for the level.
- The student is demonstrating some usage of **Intermediate** level elements by having used the passé composé "Tu m'as téléphoné hier." Its usage does not necessarily mean that it is fully acquired.
- The student is demonstrating the correct use of the verb "devoir" and preposition usage. However, the student was not able to use "de" correctly, for example in "de la gymnase."
- There is coherence of thought and cohesion at the word and sentence level, as the thoughts are developed sequentially and logically.

Culturally:
- The student was able to identify a francophone name for the text, in this case "Nicole."
- The student was not able to conclude the message with an appropriate leave-taking expression, such as "À bientôt," "Au revoir," etc.

Strategically:
- The student has been able to follow a model to recreate a message appropriate to the instructions given. (cognitive)
- The student has voluntarily taken the risk to produce orally a series of simple messages to fulfill the communicative intent. (socio-affective)
- The student has selectively attended to the task by using a checklist to verify the production. (metacognitive)

This example illustrates a performance standard which is demonstrating excellence for this level.

INTERMEDIATE LEVEL PERFORMANCE CRITERIA

INTERMEDIATE 4

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from the **Beginning** level, plus giving directions/ instructions/information/advice, expressing needs/feelings/preferences, asking for information/advice, describing actions and comparing items/people) by creating oral texts containing a number of interrelated thoughts and ideas relating to the fields of experience under study. These texts are most often prepared, since students at this level are still relying on modelled texts to help them recreate their own messages. These messages are composed of simple sentences or combinations of simple sentences as is appropriate to the communicative task. In a spontaneous situation, students are still dependent on probing techniques and contextual clues in order to be able to sustain a conversation. These face-to-face interactions are also guided and mostly sustained by someone with a higher language competency level. The communicative tasks that students are able to carry out are still simple in nature, but will begin to show more depth and development in terms of the types of linguistic elements being employed. They can participate in simple conversations which are limited to simple question/answer situations, dependent on practiced rather than spontaneous usage and demonstrating limited use of social conventions such as, "oh la la!, hé bien!, Bien!" etc. To assist in sustaining their communication, students will use gestures which are not necessarily culturally tied. Other types of communicative tasks which are possible at this level are, for example: public announcements, prepared interviews and prepared surveys. To carry out these kinds of tasks, students will need to be able to use vocabulary from the **Beginning** and **Intermediate 4** fields of experience and the linguistic elements related to the present and immediate future tense, questions in the inversion form and other forms developed in the **Beginning** level, adverbs and adverbial expressions, the incorporation of simple sentence cohesion markers, such as "mais, et, parce que," etc., in addition to the linguistic elements developed in the **Beginning** level.

Students will still rely heavily on models for pronunciation and linguistic replication and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same or different field of experience. They will still require continual guidance and modelling in order to be successful in their oral productions. As students develop more confidence with the language, they will take more risks in the kinds of things they say. As a result, they will tend to make more language and pronunciation errors, especially when reading prepared texts. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Correction at this level should be done in order to make students aware of the importance of precision in the language they use and as a means of better communicating with native speakers of the language.

INTERMEDIATE 5

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from the **Beginning** level, plus giving directions/instructions/information/advice, expressing needs/feelings/preferences, asking for information/advice, describing actions/simple topics, comparing items/people and narrating events) by creating oral texts containing a number of interrelated thoughts and ideas relating to the fields of experience under study. These texts are most often concrete and prepared, since students at this level are still relying on modelled texts to help them recreate their own messages. These communications are composed of a combination of simple and/or complex sentences as is appropriate to the communicative task. Even though the communicative tasks that the students are able to carry out are still modelled, they continue to show more depth and development in terms of the types of linguistic elements being employed. In spontaneous situations, students are still dependent on probing techniques and contextual clues in order to sustain a conversation and are limited in their ability to initiate and close a conversation. They will participate in conversations using simple questions with limited use of social conventions and will begin to experiment with the difference between formal and informal language usage. These interactions will still be limited to question/answer situations which are dependent on practiced rather than spontaneous usage. The types of communicative tasks which are possible at this level are, for example, simple conversations, public announcements, commercials, prepared interviews and prepared surveys. To carry out these kinds of tasks, students are able to use, on a fairly consistent basis, vocabulary from the **Beginning** and **Intermediate 4** and **5** fields of experience and the linguistic elements of the **Beginning** and **Intermediate 4** levels, in addition to the superlative and the past tenses (passé composé and the imparfait), with the usage of direct and indirect pronouns limited to their use in natural situations.

Students will still rely heavily on models for pronunciation and linguistic replication and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same or different field of experience. They will still require continual guidance and modelling in order to be successful in their oral productions. As students develop confidence with new language structures, they will take more risks in the kinds of things they say. As a result, they will tend to make more language and pronunciation errors, especially when reading prepared texts, if this is appropriate to the task. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Students also need to be encouraged to listen to their productions in order to monitor their pronunciation and language usage. These self-correction and monitoring techniques will assist students in becoming aware of the importance of precise language usage as a means of better communicating with native speakers of the language.

INTERMEDIATE 6

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from the **Beginning** level, plus giving directions/instructions/ information/advice, expressing needs/feelings/preferences, asking for information/advice, describing actions and simple topics, comparing information/situations, narrating events and making simple hypotheses) by creating oral texts containing a number of interrelated thoughts and ideas relating to the fields of experience under study. These texts are most often prepared since students at this level are still relying on modelled texts to help them recreate their own messages. These communications are composed of a combination of simple and complex sentences as is appropriate to the communicative task. Even though the communicative tasks that the students are able to carry out are still modelled, they show more depth and development in terms of the type of linguistic elements being employed. In spontaneous situations, students are guided so as to be able to initiate, sustain and close a conversation with spontaneity still being limited. They can participate in conversations, using simple questions with limited use of social conventions and are able to experiment with the difference between formal and informal language usage. These interactions will still continue to be limited to question/answer situations but are not necessarily dependent on practiced usage. The types of communicative tasks which are possible at this level are, for example: simple conversations, public announcements, commercials, prepared interviews, prepared surveys and prepared presentations. To carry out these kinds of tasks students will need to be able to use, on a fairly consistent basis, vocabulary from the **Beginning**, **Intermediate 4**, **5** and **6** fields of experience, and the linguistic elements of the **Beginning**, **Intermediate 4** and **5** levels, in addition to the conditional and simple future, with the use of direct and indirect pronouns limited to usage in natural situations.

Students will still rely heavily on models for pronunciation and linguistic replication and will require a number of redundant situations in order to be able to transfer the linguistic knowledge they have acquired in one field of experience to other fields of experience. They will still require continual guidance and modelling in order to be successful in their oral productions. As students develop confidence with new language structures, they will take more risks in the kinds of things they will want to say. As a result, they will tend to make more language and pronunciation errors. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Students also need to be encouraged to listen to their productions so as to monitor their pronunciation and language usage. These self-correction and monitoring techniques will assist students in becoming aware of the importance of precision in the language they use and as a means of better communicating with native speakers of the language.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at the **Intermediate** level are asked to produce texts, they are limited in nature and tend to lack authenticity as they relate to communicative tasks. Students are still being asked to engage in activities that are language focused as opposed to communicatively focused. Students tend to rely heavily on prepared texts which are teacher corrected and in which the students are not actively involved in the edit/revision process. When given these texts to read aloud, students often find themselves producing words that they are neither familiar with nor have had sufficient practice pronouncing. The reason for this is that students are often being asked to produce for evaluative purposes before they are ready to do so without having had sufficient opportunity to practice and use the linguistic elements acquired in real-life contexts related to actual communicative tasks. In order for **Intermediate 4, 5** and **6** students to become better communicators they must engage in real-life activities that allow them to develop and refine sufficiently the linguistic elements of the **Beginning** and **Intermediate** levels in experiential/communicative tasks so as to be able to progress into the **Advanced** level. The examples that follow demonstrate some of the features of the Program of Studies which are being demonstrated at the present time but more authentic types of tasks need to be carried out in order for students to be able to apply their communicative/linguistic knowledge to experiential situations.

Examples of Intermediate Level 4 — Oral Production (on cassette)

Example 1

Field of Experience:
Holidays and celebrations/Trips, excursions or student exchanges

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
An oral letter to an exchange student

Type of Communicative Intent:
Giving personal information

Age of Students:
12-15 years

Background of the Example:
Students were given the opportunity to prepare the letters in advance, have them edited and then record them.

Curriculum Standard:
Students were expected to describe themselves and their family, their school, things they like to do and what there is to see in Calgary, using ritualized usage of the simple future, the present conditional and the expression "Il faut que ...".

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a series of concrete ideas in a logical and sequential fashion, showing development of thought and ideas that are appropriate for a prepared oral letter composed mostly of complete, simple sentences (e.g., "J'ai un père et une mère.") and by some complex ones (e.g., "Il y a aussi la Tour de Calgary où tu peux regarder la plus belle vue de Calgary.") which reflect the authentic nature of the text and the communicative task.
- The messages are appropriate to the text and the intents are clear and obvious.
- The messages provide sufficient and accurate information that is representative of a personal letter for a student this age. Some hesitation is evident as the student attempts to express messages that are not necessarily fully attained at the **Intermediate 4** level.

Linguistically:

- The vocabulary is appropriate to the task demonstrating a variety of words used in as authentic a manner as possible.
- The student is still making a fair number of pronunciation errors, such as missing elisions and pronouncing final consonants, which do not interfere with the understanding of the message. Natural melody and rhythm are also being influenced by first language but delivery is becoming more rapid and natural.
- Since this text was previously edited, there are less errors evident than had the letter been given impromptu. The student is also using the superlative as is evidenced in "la plus belle vue de Calgary." However, there is still a fair number of language errors that are occurring such as, "premier temps" and "parler le français très bon." (At least 4 errors were located in this area.)
- The student has used complex tenses such as the present conditional, simple future and the expression "Il faut que"; however, it is obvious that attainment of these tenses is not there since the student has difficulty pronouncing them.

Culturally:

- The student identified tourist places in Paris, such as the Tour Eiffel, Notre Dame and L'Arc de Triomphe after also naming tourist places in Calgary.
- The student concludes the letter with an appropriate closing.

Strategically:

- The student used self-correction techniques to improve the comprehension of the message (e.g., begins by saying "ma" and then changes to say "mes valises"). (socio-affective)
- The student has used and developed personal reference materials in order to present the letter, in addition to using selective attention techniques to complete the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2

Field of Experience:
Holidays and celebrations/Health and exercise

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Announcing information on a public address system

Type of Communicative Intent:
Giving information regarding a school's activity day

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare their message regarding a public announcement about the school's activity day.

Curriculum Standard:
Students were expected to provide accurate information, informing fellow students of the activities available to them. They were to incorporate a question in the text as well as use cohesion markers which list a sequence of events and the appropriate language elements needed to create the message.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link learned words and expressions together to create a series of interrelated simple, prepared sentences to create a public announcement.
- The messages are appropriate to the communicative intent and are obvious and clear.
- The messages provide simple and concrete information that is representative of the task and the communicative intent.

Linguistically:
- The vocabulary used in this example is appropriate to the task but limited in nature.
- There is some faulty pronunciation evident but these errors do not impede the comprehension of the message. The staccato-like delivery of the message and the lack of natural rhythm and melody are still appropriate as first language interference is still occurring.
- The student is demonstrating the correct use of the imperative, the inversion, adverbs such as "toujours," and cohesion markers such as "premièrement, en fin" to list the activities available.
- There is coherence of thought and cohesion at the word and sentence level as the thoughts are developed sequentially and logically.

Culturally:
- The text does not necessarily lend itself to the inclusion of cultural information.

Strategically:
- The student followed a model to recreate a message appropriate for the instructions given. (cognitive)
- The student has voluntarily taken the risk to produce orally a series of simple messages to fulfill the communicative intent. (socio-affective)
- The student has selectively attended to the task by going through a revision/edit process to ensure that the text is communicatively and linguistically appropriate. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Intermediate Level 5 — Oral Production (on cassette)

Example 1

Field of Experience:
Outdoor activities

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Carrying out a prepared interview

Type of Communicative Intent:
Asking someone for information on outdoor activities

Age of Students:
15-18 years

Background of the Example:
Students were asked to prepare in advance survey questions they could ask fellow students regarding their favourite outdoor activities.

Curriculum Standard:
Students were expected to design a survey of at least 10 questions which were logically linked to each other, using a variety of question formats. The interviewee was asked the questions and was informed to answer the questions in a natural way. The students were asked to peer edit their work and listen to each other's pronunciation before taping the interview.

Features Being Demonstrated by This Example:

Communicatively:
- The students demonstrate the ability to create messages composed of simple, concrete, prepared questions and answers.
- The intents behind the questions are clear, obvious and appropriate to the interview situation as are the responses.
- The interviewee responds in a natural fashion to the questions with sufficient and accurate information.
- There is an introduction and conclusion to the interview which are appropriate to the task.
- The questions and answers show coherence and cohesion, being developed logically and sequentially.

Linguistically:
- The vocabulary used is appropriate to the task.
- The students are demonstrating some faulty pronunciation (e.g., "source," "tours") and some hesitations which do not impede the comprehension of the message. Rhythm and melody are still showing first language interference.
- The students have demonstrated natural usage of the passé composé and the imparfait in addition to the use of direct and indirect pronoun replacement.
- One error at the word level was noted in "Est-ce que les Treks coûtant chers?"; all other questions and answers were precise at the sentence structure level.

Culturally:
- The use of the "tu" form is appropriate since the students know each other.
- The type of text does not necessarily require an explicit demonstration of cultural knowledge.
- The interview is missing socio-linguistic pauses, such as "eh, d'accord," etc., which would render the interview format more natural.
- The students concluded the interview in an appropriate fashion.

Strategically:
- The students willingly corrected the errors pointed out by someone else so as to improve the quality of the production. (socio-affective)
- The students are self-correcting their pronunciation errors. (socio-affective)
- The students used revision techniques to edit their text and to ensure communicative and linguistic accuracy. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Intermediate Level 6 — Oral Production (on cassette)

Example 1

Field of Experience:
Social life

Type of Text:
Simple, concrete text, showing some spontaneity

Type of Communicative Task:
Informal conversation on the telephone

Type of Communicative Intent:
Inviting someone to go out

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare in advance the ideas they wished to discuss but prepared dialogues were not permitted.

Curriculum Standard:
Students were expected to ask someone out using the present conditional, identifying a francophone singer's concert that they would be attending and using the appropriate, culturally accepted conventions one would use when speaking on the telephone.

Features Being Demonstrated by This Example:

Communicatively:
- The students demonstrate the ability to initiate, sustain and close a spontaneous telephone conversation by linking a series of ideas in a logical and sequential fashion, showing development of thought and ideas that are appropriate to the task.
- The messages are appropriate to the text and the intents are clear and obvious. There is some hesitation present as the students attempt to formulate their thoughts but not enough to interfere with the delivery of the message.
- The messages are characterized by simple responses which reflect the authentic nature of the text, in addition to the use of a variety of simple questions and answers which are appropriate to the communicative task.
- The messages provide sufficient and accurate information that is representative of a telephone conversation.

Linguistically:
- The vocabulary used is appropriate to the task using a variety of words in as authentic a manner as possible.
- There is still evidence of a lack of attainment of different tense levels such as the present tense "Je vas." There are still some errors present in the formulation of complex questions, but simple question forms are acquired. The use of the present conditional is also present and is used correctly.
- The students are committing some agreement and word order errors.
- The students are also still making a fair number of pronunciation errors such as lack of elisions; however, these errors do not interfere with the understanding of the message. The spontaneous nature of the activity may account for inconsistency in rhythm and melody.

Culturally:
- The text shows the use of appropriate social conventions such as answering the call with "âllo," asking about someone's state of being, ending the conversation with an appropriate response such as "Merci, au revoir" and using informal language based on the context.
- The students attempt to use appropriate emotive expressions such as "Oh, d'accord."
- The text makes reference to Quebec singer, Gilles Vigneault, which represents the students' ability to identify and recognize an important personality in the culture.

Strategically:
- The students have used repetition in order to negotiate meaning so as to sustain the communicative interaction. (cognitive)
- The students have taken the risk to communicate spontaneously. (socio-affective)
- The students have used selective attention techniques to carry out the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

ADVANCED LEVEL PERFORMANCE CRITERIA

ADVANCED 7

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy/etc., expressing opinions/feelings/desires, persuading someone to do something, explaining/defining, narrating in more detail, telling a story, and hypothesizing) to create concrete or abstract texts. These texts are often prepared, containing a number of interrelated thoughts and ideas related to the fields of experience under study. These communications are composed of simple and/or complex sentences as is appropriate to the communicative task. In spontaneous situations, students are still guided so as to be able to initiate, sustain and close a conversation, while demonstrating some natural spontaneity in the interaction. In these situations, students can incorporate some social conventions and are able to demonstrate the appropriate use of formal and informal language as it relates to the situation and the context. They will begin to experiment with non-verbal communications as a way of embellishing their communications, but not on a consistent basis. These interactions will continue to be limited to question/answer situations, but not dependent on practiced usage. The types of communicative tasks which are possible at this level are, for example: simple spontaneous conversations, public announcements, commercials, interviews, surveys, personal narratives and story-telling. To carry out these kinds of tasks, students are able to use on a fairly consistent basis the correct word and sentence order with vocabulary from the fields of experience and linguistic elements from the **Beginning** and **Intermediate** levels, in addition to: the past conditional, the subjunctive, discourse elements, such as "lequel, ce qui, ce que, ce dont, pour que, avant que, ainsi que, bien que," with the usage of direct and indirect pronouns, "y" and "en" limited to their use in natural situations.

Students will still need models for pronunciation and communicative replication and will require a number of similar situations in order to be able to transfer the communicative/linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same or different field of experience. They will still need continual guidance in order to be successful in their oral productions. As students develop confidence with new language structures, they will continue to take more risks in the kinds of things they will want to say. As a result, they will continue to make a number of language and pronunciation errors, especially in spontaneous situations. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Students also need to be encouraged to listen to their productions in order to monitor their pronunciation and language usage. Techniques such as paraphrasing and circumlocutions should be encouraged so as to demonstrate to the students that there are

other ways in which a communication can be sustained even when the word or phrase is not immediately available from memory, especially in spontaneous situations. Self-correction and monitoring techniques will assist students in becoming aware of the importance of precision in the language they use and as a means of better communicating with native speakers of the language. These techniques need to be encouraged and reinforced.

ADVANCED 8

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from the **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy/etc., expressing an opinion/idea(s) and supporting it with some details, persuading someone to do something, explaining/defining, narrating in more detail, telling a story, hypothesizing, discussing, debating) to create concrete or abstract texts containing a number of interrelated thoughts and ideas related to the fields of experience under study. These texts are prepared, if the task requires it, or spontaneous and are composed of simple and/or complex sentences as is appropriate to the communicative task. In spontaneous situations, students are able to initiate, sustain and close a conversation while demonstrating some natural spontaneity in the interaction by demonstrating some independence as it relates to taking the floor or interjecting at an appropriate moment. In these situations, students can incorporate most social conventions and are able to demonstrate the appropriate use of formal and informal language as it relates to the situation and the context. They will continue to experiment with non-verbal communication as a way of embellishing their communications, but not on a consistent basis. When the communications are prepared, students will demonstrate more native-like pronunciation; whereas in spontaneous situations, there will still be an inconsistency in the pronunciation of certain sounds with the first language still interfering in the melody and rhythm of the language, but its interference is less obvious. The types of communicative tasks which are possible at this level are, for example: spontaneous conversations, public speeches, commercials, interviews, surveys, personal narratives, story-telling and debating. To carry out these kinds of tasks students are able to use, on a fairly consistent basis, the correct word and sentence order for vocabulary from the fields of experience and linguistic elements from the **Beginning**, **Intermediate**, and **Advanced 7** levels, in addition to: the pluperfect, the present participle, possessive and demonstrative pronouns, discourse elements, such as "lequel, ce qui, ce que, ce dont, pour que, avant que, ainsi que, bien que, tandis que, lorsque, de plus, en outre," etc., with the use of direct and indirect pronouns "y" and "en" limited to their use in natural situations.

Students will still need models for communicative replication and will require a number of similar situations in order to be able to transfer the socio-linguistic and linguistic knowledge they have acquired in one field of experience to other fields of experience, and from one context to another within the same or different field of experience. They will

still need continual guidance in order to be successful in their oral productions. As students develop confidence with new language structures, they will continue to take more risks in the kinds of things they will want to say. As a result, they will continue to make a number of language and pronunciation errors, especially in spontaneous situations. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Students also need to be encouraged to listen to their productions in order to monitor their pronunciation and language usage. Techniques such as paraphrasing and circumlocutions should be encouraged so as to demonstrate to students that there are other ways in which a communication can be sustained even when the word or phrase is not immediately available from memory, especially in spontaneous situations. Self-correction and monitoring techniques will assist students in becoming aware of the importance of precision in the language they use and as a means of better communicating with native speakers of the language. These techniques need to be encouraged and reinforced.

ADVANCED 9

Students at this level are able to take acquired words, phrases and structures, using their cultural, linguistic and strategic knowledge, to communicate their intents orally (principal communicative intents from **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy/etc., expressing an opinion/idea(s) and supporting it with specific details, persuading someone to do something, explaining/defining, narrating in more detail, telling a story, hypothesizing, discussing, debating) to create concrete or abstract texts containing a number of interrelated thoughts and ideas related to the fields of experience under study. These texts are prepared, if the task requires it, or spontaneous and are composed of simple and/or complex sentences as is appropriate to the communicative task. In spontaneous situations, students are able to initiate, sustain and close a conversation while demonstrating some natural spontaneity in the interaction and showing independence as it relates to taking the floor or interjecting at an appropriate moment. In these situations, students can incorporate most social conventions and are able to demonstrate the appropriate use of formal and informal language is it relates to the situation and the context. They will continue to experiment with non-verbal communications as a way of embellishing their communications, but not on a consistent basis. When the communications are prepared, students will demonstrate more native-like pronunciation, whereas in spontaneous situations, there will still be an inconsistency in the pronunciation of certain sounds with the first language still interfering in the melody and rhythm of the language, but its interference is less obvious. The types of communicative tasks which are possible at this level are, for example: spontaneous conversations, public speeches, commercials, interviews, surveys, personal narratives, story-telling and debating. To carry out these kinds of tasks students are able to use, on a consistent basis, the correct word and sentence order and discourse usage with vocabulary

from the fields of experience and linguistic elements from the **Beginning**, **Intermediate**, and **Advanced 7** and **8** levels, with the usage of direct and indirect pronouns, and "y" and "en" limited to their use in natural situations.

Students will still need models for communicative replication and will require a number of similar situations in order to be able to transfer the sociolinguistic and linguistic knowledge they have acquired in one field of experience to other fields of experience. They will still require continual guidance in order to be successful in their oral productions. As students continue to develop confidence with the language, they will take more risks in the kinds of things they will want to say. As a result, they will tend to make more language and pronunciation errors, especially in spontaneous situations. It is important to provide students with the opportunity to be corrected appropriately in order to avoid incorrect storage in memory of the usage and pronunciation of the prepared and spontaneous texts they are producing. Students also need to be encouraged to listen to their productions in order to monitor their pronunciation and language usage. Techniques such as paraphrasing and circumlocutions should be encouraged so as to demonstrate to students that there are other ways in which a communication can be sustained even when the word or phrase is not immediately available from memory, especially in spontaneous situations. Self-correction and monitoring techniques will assist students in becoming aware of the importance of precision in the language they use and as a means of better communicating with native speakers of the language. These particular techniques need to be encouraged and reinforced.

Main characteristics of 1993-94 examples

At the present time, very few students have been identified at these levels and those who are functioning at this level are either ex-immersion students in the French as a second language program or some students of the International Baccalaureate program. The examples which follow have been obtained from these situations. In order for students to arrive at this level it is imperative that the **Beginning** and **Intermediate** levels are met before the students are moved into the **Advanced** level. This level requires that students be able to carry out highly sophisticated communicative intents that not only demand higher order thinking skills, but are also a demonstration of the more elaborate use of sophisticated language elements. The examples which follow demonstrate some of the features of the **Advanced** level but not all of them.

Examples of Advanced Level 7 — Oral Production (on cassette)

Example 1

Field of Experience:
Social life

Type of Text:
Simple, concrete text, showing some spontaneity

Type of Communicative Task:
Informal conversation on the telephone

Type of Communicative Intent:
Inviting someone to go out

Age of Students:
16-18 years

Background of the Example:
Students were given the opportunity to prepare in advance the ideas they wished to discuss but prepared dialogues were not permitted.

Curriculum Standard:
Students were expected to ask someone out using the present conditional, identifying a francophone singer's concert that they would be attending and using the appropriate, culturally accepted conventions one would use when speaking on the telephone.

Features Being Demonstrated by This Example:

Communicatively:

- The students demonstrate the ability to initiate, sustain and close an informal telephone conversation by linking a series of ideas in a logical and sequential fashion, showing development of thought and ideas that are appropriate to the task, characterized by simple, concrete responses, in addition to the use of a variety of simple questions and answers which are appropriate to the communicative task.
- The messages are appropriate to the text and the intents are clear and obvious.
- The messages provide sufficient and accurate information that is representative of an informal spontaneous telephone conversation, focusing on the acceptance of an invitation. Some hesitation is evident as the students attempt to express their messages, but this is to be expected of the task since one often pauses before replying to an invitation.

Linguistically:

- The vocabulary used is appropriate to the task, including a variety of words and language structures that they have used in as authentic a manner as possible, such as "Est-ce que tu as encore ton rhume?" and the other student's response of "Non, ça va mieux." The language is beginning to demonstrate the natural flow expected of native speakers, using cohesion markers such as "Je vais porter des jeans, puis, un chandail."
- The students are also still making a few pronunciation errors such as lack of elisions, which a native speaker would use; however, these errors do not interfere with the understanding of the message. Some French sounds, in addition to the melody and rhythm are still being interfered with by the first language.
- There is attainment of different tense levels, such as the simple future (e.g., "Qui va conduire?") and the present conditional. The formulation of questions has been attained and very few grammatical and structural errors are being committed.

cont'd . . .

CULTURALLY:

- The text shows the integration of appropriate social conventions such as answering the call with "âllo," asking if the person is there, asking about someone's state of being and ending the conversation with an appropriate response such as "Merci, au revoir."
- The text shows the integration of emotive expressions to add coherence to the text such as "Bien sûr" and "puis."
- The text makes reference to a Quebec singer Céline Dion, which represents the students' ability to identify and recognize a popular personality in the culture.

STRATEGICALLY:

- The students are using their knowledge of text structure to create the messages and interact appropriately. (cognitive)
- The students have taken the initiative to begin, sustain and conclude a spontaneous communication. (socio-affective)
- The students have selected and used the applicable rules of grammar to improve their communication. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2 (This is only a portion of the 12 minute narrative.)

FIELD OF EXPERIENCE:
Adolescents and the law

TYPE OF TEXT:
Abstract, spontaneous

TYPE OF COMMUNICATIVE TASK:
Personal narrative

TYPE OF COMMUNICATIVE INTENT:
Expressing a personal opinion on drug use

AGE OF STUDENTS:
15-18 years

BACKGROUND OF THE EXAMPLE:
Students were given an authentic text to read, written by Health and Welfare Canada, and an opportunity to form an opinion on the topic presented in the text. They were able to make a few notes to help them formulate their opinion by using some guided questions if they chose to do so.

CURRICULUM STANDARD:
Students were expected to form an opinion on the topic based on their personal experience, what they have read and using linguistic forms and appropriate vocabulary to communicate their opinion.

FEATURES BEING DEMONSTRATED BY THIS EXAMPLE:

COMMUNICATIVELY:

- The student demonstrates the ability to link a series of ideas in a logical and sequential fashion showing development of thought and ideas that are appropriate to the task.
- The messages are composed of linked simple and complex sentences which reflect the authentic nature of the text and the communicative task. However, some of the sentences are incomplete due to the fact that the student is attempting to formulate the opinion and is not necessarily fully cognizant that the sentences have not been completed.
- The student uses personal experiences as well as the authentic document to support the opinions presented, with the messages providing sufficient and accurate information.
- The student started the text with a prepared portion and then moved into spontaneous use of the language showing a dependence on preparation but also the ability to initiate, sustain and close a spontaneous communication.
- The messages are appropriate to the text and the intents are clear and obvious although there is some switching and groping for words occurring in midstream in order to reformulate thoughts and ideas.

LINGUISTICALLY:

- The vocabulary used in this sample is varied and appropriate to the task. The student uses a fair amount of discourse elements, such as "parce que," "et" and "puis" to link the sentences so that there is coherence and cohesion within the text.
- The student still commits a number of pronunciation errors but these do not necessarily impede the comprehension of the messages being transmitted. First language influences are continuing to affect the melody and rhythm of the language.
- There are still a number of grammatical errors occurring, such as agreement problems with the words "problème," "innocent" when referring to a girlfriend.
- The use of the verb "savoir" is inappropriate since the student wishes to say "to know" someone not "to know something."
- The student is demonstrating knowledge of a number of verb tenses but not necessarily full attainment of these tenses.
- There is also evidence of some first language syntax interference as the student attempts to formulate an idea.

cont'd . . .

CULTURALLY:

- The authentic document did not supply specific information about francophone opinions on the use of drugs; therefore, one would not expect that information to be present unless the student had prior knowledge in this area.
- The student demonstrates the need to use more formalized language forms, tailoring the text to suit the audience.

STRATEGICALLY:

- The student is using knowledge of text structure to create the messages. (cognitive)
- The student is able to distinguish between relevant and irrelevant information to understand a communication and develop opinions relating to this information. (cognitive)
- The student has taken the initiative to begin, sustain and conclude a spontaneous communication. (socio-affective)
- The student uses the phrase "tout ça" as a means of sustaining the communication. (metacognitive)
- The student monitors the use of language as hesitations occur frequently as an attempt is made to improve the communication of the message. (metacognitive)
- Self-correction techniques are used to ensure there is improvement. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Advanced Level 8 — Oral Production (on cassette)

Example 1

Field of Experience:
Adolescents and the law

Type of Text:
Abstract, spontaneous

Type of Communicative Task:
Personal narrative

Type of Communicative Intent:
Expressing a personal opinion on drug use

Age of Students:
15-18 years

Background of the Example:
Students were given an authentic text to read, written by Health and Welfare Canada, and an opportunity to form an opinion on the topic presented in the text. They were able to make a few notes to help them formulate their opinion by using some guided questions if they chose to do so.

Curriculum Standard:
Students were expected to form an opinion on the topic based on their personal experiences, what they have read and using linguistic forms and appropriate vocabulary to communicate their opinion.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a series of ideas in a logical and sequential fashion showing development of thought and ideas that are appropriate to the task.
- The messages are composed of a combination of linked simple and complex sentences which reflect the authentic nature of the text and the communicative task.
- The student uses personal experiences as well as the authentic document to support the opinions presented, with the messages providing sufficient and accurate information.
- The messages are appropriate to the text and the intents are clear and obvious, demonstrating the ability to initiate, sustain and close a spontaneous interaction.

Linguistically:

- The vocabulary used is varied and appropriate to the task. The student uses a fair number of discourse elements to link the sentences so that there is coherence and cohesion within the text.
- The student still commits some pronunciation errors but these do not necessarily impede the comprehension of the messages being transmitted. Some hesitations are occurring, but this is due to the spontaneous nature of the task. Rhythm and melody still contain some first language interference but this is only obvious when the student is reformulating ideas.
- There is attainment of the tense levels used and common discourse elements are employed naturally, although the student does exhibit difficulty with the use of the verbs "savoir" and "connaître," more so in the context in which they are to be used (meaning) as opposed to structural usage (form).

cont'd . . .

CULTURALLY:

- The authentic document did not supply specific information about francophone opinions on the use of drugs; therefore, one would not expect that information to be present unless the student had prior knowledge in this area.
- The student is able to use the correct register for the type of discourse.

STRATEGICALLY:

- The student is using knowledge of text structure to create the messages. (cognitive)
- The student is able to distinguish between relevant and irrelevant information to understand a communication and develop opinions relating to this information, since the student refers to the text when giving opinions on certain aspects of the text, for example, "Je sais, dans cet article il dit que 'chez les jeunes canadiens, les garçons et les filles consomment au moyen la même quantité de tabac.' Je ne sais pas si je suis d'accord avec ça parce que..." (cognitive)
- The student has taken the initiative to begin, sustain and conclude a spontaneous communication. (socio-affective)
- The student monitors the use of language as there are a number of hesitations present as the student attempts to improve the communication of the message. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Examples of Advanced Level 9 — Oral Production (on cassette)

Example 1

Field of Experience:
Adolescents and the law

Type of Text:
Abstract, spontaneous

Type of Communicative Task:
Personal narrative

Type of Communicative Intent:
Expressing a personal opinion

Age of Students:
15-18 years

Background of the Example:
Students were given an authentic text to read, written by Health and Welfare Canada, and an opportunity to form an opinion on the topic presented in the text. They were able to make a few notes to help them formulate their opinion by using some guided questions if they chose to do so.

Curriculum Standard:
Students were expected to form an opinion on the topic based on their personal experiences and what they have read, using linguistic forms and appropriate vocabulary to communicate their opinion.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a series of ideas in a logical and sequential fashion showing development of thought and ideas that are appropriate to the task.
- The messages are composed of a combination of linked simple and complex sentences which reflect the authentic nature of the text and the communicative task.
- The student uses personal experiences in addition to information supplied in the authentic text to support the opinions presented, with the messages providing sufficient and accurate information.
- The messages are appropriate to the text and the intents are clear and obvious. One has no difficulty in understanding the messages transmitted.

Linguistically:

- The vocabulary used in this sample is varied, rich and appropriate to the task. The student uses a variety of verb tenses and linguistic structures that are taking on native-like formulations.
- The student has almost no pronunciation errors and those that do occur are most often corrected by the student. The melody and rhythm are more native-like and the delivery is fluid.
- There is attainment of all tense levels and discourse elements, although the odd error of agreement does occur, such as "... la curiosité devient dangereux."
- There is precision at the word, sentence and discourse levels demonstrating coherence and cohesion of ideas.

cont'd . . .

CULTURALLY:

- The student is able to demonstrate the appropriate use of formal and informal language. For example, the student uses vocabulary young people would use when talking about parties.
- The student is able to tailor the text to suit the audience, i.e., to use a formal register.

STRATEGICALLY:

- The student uses knowledge of text structure to create the messages. (cognitive)
- The student is able to distinguish between relevant and irrelevant information to understand a communication and develop opinions relating to this information since the student refers to the text when giving opinions on certain aspects of the text, for example, "Um ici, Il y avait une partie, ici, il disait '60% des jeunes ont déclaré que le sentiment de faire partie d'un groupe, oh c'est parce que..', c'est la raison qu'ils ont pris les drogues." (cognitive)
- The student has taken the initiative to begin, sustain and conclude a spontaneous communication. (socio-affective)
- The student is constantly monitoring the use of language as one hears the repetition of words or partial phrases as the student attempts to improve the communication of the message. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Features of French as a Second Language Learners' Written Production

BEGINNING LEVEL PERFORMANCE CRITERIA

BEGINNING 2

Students at this level are able to take learned and rehearsed words, using their linguistic, cultural and strategic knowledge, to communicate in written form their intents (listing, labeling, asking and answering simple questions, giving simple commands/advice/ information and describing simple concepts) by creating simple, concrete, prepared texts composed of isolated words, a combination of simple words, phrases or simple sentences relating to the fields of experience under study and as appropriate to the communicative task. The types of texts the students are able to produce are always structured, modelled and dependent on someone or something else before students are able to recreate their own similar texts. The communicative tasks students are able to carry out include: writing down grocery or school supply lists, creating simple classified ads or writing very simple autobiographical information for letters using the appropriate format for letters. They are able to use, on a fairly consistent basis, from the fields of experience of **Beginning 1** and **2** levels, simple, routine vocabulary and linguistic elements such as the verbs "aller, être, avoir, faire," the present tense, familiar adjectives, and personal information such as their age, their name, telephone number and information about their family as it pertains to the context and in keeping with the social and textual conventions of the communicative task. They are also able to use simple cultural conventions such as correctly addressing an envelope. Spelling will be limited to the word level, with agreement being demonstrated between the determiner/noun, adjective/noun and subject/ verb, with accuracy of word order limited to simple sentences.

As there are multiple entry points at the **Beginning** level, the type of content one will find in these written productions will be directly related to the cognitive development of the students and their age. Students who are in either junior or senior high school will be able to link more words together to create a number of simple sentences. However, these sentences will still remain very simplistic in nature and will demonstrate limited use of cohesive elements. The most commonly used cohesive element used will be "et" and its use will depend on the communicative task. For example, a 10/11 year old will need to be guided as to what type of content is required to write a simple letter to a pen pal. For example, "Bonjour, je m'appelle Mary. J'ai 10 ans. J'ai un chien.", etc. Whereas, junior or senior high school students, given the same task are able to write "Je m'appelle John et j'ai quince ans. J'habite avec ma famille dans une maison.", etc., since at this age and cognitive level, the students are likely to want to be more explicit with the kinds of information they wish to share with the reader. At all age groups, though, students will rely heavily on models for correct spelling and linguistic replication. They will also

require a number of redundant situations involving constant guidance and modelling in order to be able to transfer the communicative/linguistic knowledge they have acquired in one field of experience to other fields of experience and to other contexts to ensure success in their written productions.

BEGINNING 3

Students at this level are able to take learned and rehearsed words or sentences, using their linguistic, cultural and strategic knowledge, to communicate in written form their intents (listing, labeling, asking and responding to simple questions, giving simple directions/commands/advice/information and describing simple concepts) by creating simple, concrete, prepared texts composed of simple words, phrases or simple sentences as is appropriate to the communicative task and relating to the fields of experience under study. The communicative tasks the students are able to carry out are structured and modelled and include: writing a simple safety announcement, labeling the various buildings on a map by providing pertinent information as it relates to streets and avenues, writing a more sophisticated classified ad or writing a simple publicity poster. They are also able to use simple writing conventions which are appropriate to the text they are writing. In the communicative tasks they are asked to carry out, they are able to use, on a fairly consistent basis, from the fields of experience vocabulary from **Beginning 1, 2 and 3** and the linguistic elements from these levels including verbs in the present tense, the imperative and the immediate future tenses, the verbs "avoir, être, faire, aller," and cohesive elements at the word level. Spelling is limited to the word level, with agreement demonstrated between the determiner/noun, adjective/noun and subject/verb. Accuracy at the word order level is limited to simple sentences. For example, they will be able to provide information for classified ads using the correct form of qualifying adjectives and vocabulary related to the sale of the item, using the correct monetary symbol as it is used in French in addition to writing out the classified ad as it would appear in the newspaper.

As stated in **Beginning 2**, students at this level can range in age and as a result, the content of their written productions will reflect their cognitive development and their age. Students will still rely heavily on models for linguistic replication and will require a number of redundant situations in order to be able to transfer the communicative/linguistic knowledge they have acquired in one field of experience to other fields of experience and from one context to another. They will require continual guidance and modelling in order to be successful in their written productions. Students at this level will begin to take more risks in the kinds of things they will want to express as they develop more confidence with the language and communication tasks they are confronting. As a result, they will tend to make more language usage and spelling errors which must be corrected appropriately in order to avoid incorrect storage in memory.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

When students at the **Beginning** level are asked to produce something in writing, they are still being asked to engage in activities that are language focused as opposed to being communicatively focused; that is, activities in which there is an **intent** (a reason for communicating) and a **communicative task** (an authentic way in which language is produced in real life). When they are asked to produce real-life texts, they are often being asked to produce for evaluative purposes before they are ready to do so. The end product is often one in which the students have not had sufficient practice nor sufficient exposure to authentic texts which model the correct usage of the language. Students need to be exposed to a number of authentic documents if they are going to be able to replicate these texts themselves. They will also need to have the opportunity to practice creating these texts before they are able to be evaluated summatively. Practice is important if students are going to be able to produce with precision.

Another vital step in developing writing skills is to involve students actively in the edit/revision process. Students need to have the oppportunity to reflect upon the corrections made, whether done with a teacher or by themselves. This step is very important if students are to improve the quality of their written productions. In order for **Beginning 2** and **3** level students to become better communicators they must engage in real-life activities that allow them to develop and refine the communicative/linguistic elements of these levels of the Program of Studies sufficiently so as to be able to progress into the **Intermediate** level. The examples that follow demonstrate some features of the Program of Studies but more authentic types of tasks need to be carried out in order for students to be able to apply their linguistic knowledge to experiential/communicative situations.

This section contains examples which illustrate what students are able to do at this level. A number of examples from different age groups are presented to demonstrate how different age groups will develop the same communicative task.

In addition, one will see the terms "independent draft" and "presentation copy." The independant draft demonstrates what the student was able to do on his/her own. The presentation copy is an example of what the work could have looked like had an edit/revision process taken place. In some cases, the students did carry out this process which will be indicated in the analysis.

Examples of Beginning Level 2 — Written Production

Example 1 (9-10 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:

Example 1

Field of Experience:
Animals/Food/Housing

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
A description of an invented animal

Type of Communicative Intent:
Describing an invented animal

Age of Students:
9-10 years

Background of the Example:
Students were given the opportunity to prepare the text in advance and go through an edit process with the teacher.

Curriculum Standard:
Students were expected to name their animal, provide a colour description and describe its eating habits and lodging requirements following a given model.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link a number of words to create a simple, concrete message composed of a number of structured sentences containing appropriate information.
- The message is appropriate to the text and the intents are clear and obvious.
- The student has shown some creativity by naming the animal "Bizarre" using an adjective to create a name.
- The message provides sufficient information that is representative of a simple, concrete description.
- The student uses an illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used is limited and structured but appropriate to the task.
- The student has used the present tense correctly with cohesion being demonstrated at the word level, i.e., adjective, gender and tense agreement. For example, with the sentence "Il mange des biscuits," the "il" matches the gender of the animal; "mange" agrees with "il" and the present tense, and "des biscuits" shows correct use of plurality.
- The student demonstrates accurate spelling of the words used-and correct word order.

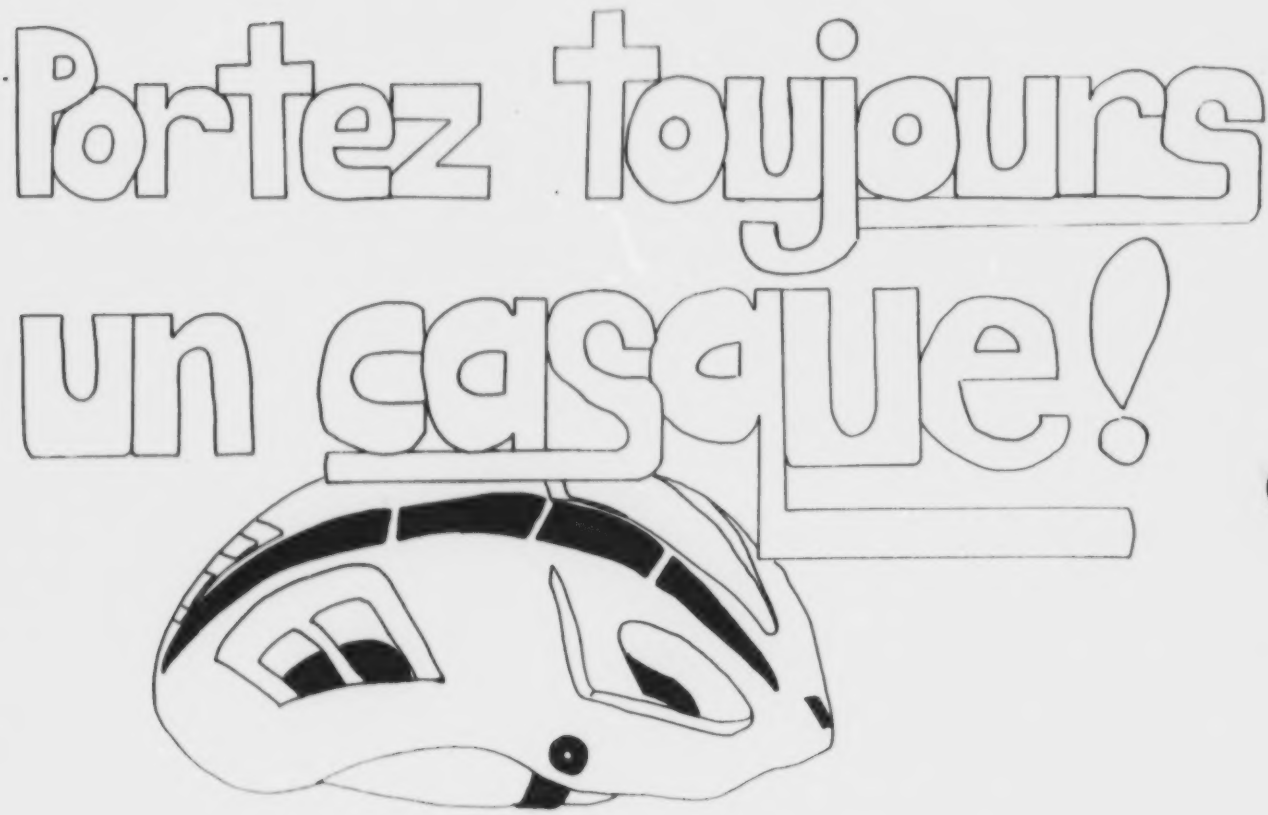
Culturally:
- The text does not include the identification of a francophone presence or the use of appropriate social conventions since the task does not naturally require this information.

Strategically:
- The student has successfully followed the model given. (cognitive)
- The student shows a positive attitude towards the language by taking the risk to design an animal and create a text to describe it. (socio-affective)
- The student has followed a language model to develop the text using selective attention to complete the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2 (9-11 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:



Example 2

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
9-11 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bicycle safety. In a brainstorming session, students came up with language models and were then given the opportunity to choose the model(s) they preferred.

Curriculum Standard:
Students were expected to use their knowledge of bike safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative in addition to the vocabulary related to the unit.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple, concrete message in one complete sentence.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple but accurate information that is representative of the task and the illustration provided.
- The student uses an appropriate illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used is limited but appropriate to the task. The student was able to employ the vocabulary of the unit with precision and authenticity, with no spelling errors regarding gender or verb tense used.
- There is agreement demonstrated between the determiner and the noun.
- There is coherence of thought and cohesion at the word level.

Culturally:
- Although the field of experience does touch upon some cultural differences in terms of road signs and certain laws that are pertinent to Quebec, the message, as it stands, does not necessarily lend itself to cultural information.
- The student does use the appropriate punctuation mark for the text.

Strategically:
- The student was able to follow a model to create an appropriate message. (cognitive)
- The student has voluntarily taken the risk to communicate a message in French. (socio-affective)
- The student has used the ability to attend to the task selectively by following the instructions given by the teacher regarding the language model and completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 3 (9-11 years)

INDEPENDENT DRAFT:

Pro Tour Cheetah
Rose et violette
Fille.
12 vitesses.
Tous reflecteurs sont indus.
A servi un ans
Valeur 110$, demande 90$ ferme.
Candice 320-9072

With the assistance of a grid constructed at the word level the student would have been able to: catch the missing accent on "réflecteurs"; write the correct adjective form of "violet" and the appropriate monetary symbol; and employ the classified ad format. With this assistance the work may have looked like this.

PRESENTATION COPY:

Pro Tour Cheetah. Rose et violet
Fille. 12 vitesses. Tous réflecteurs
sont indus. A servi un ans
Valeur 110$, demande 90$ ferme
Candice 320-9072

Example 3

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a classified ad

Type of Communicative Intent:
Informing someone of one's intent to sell an item

Age of Students:
9-11 years

Background of the Example:
Students were given the opportunity to prepare a classified ad, based on the classified ad models presented in the educational project.

Curriculum Standard:
Students were expected to use their knowledge of bikes to sell a used bicycle in a newspaper using the appropriate adjectives and vocabulary related to bicycles.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple, prepared message.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple but accurate information that is representative of the task and the conventions of a classified ad, although the correct format of the ad was not adhered to.

Linguistically:
- The vocabulary used is appropriate to the task. The student was able to employ the vocabulary of the unit in an authentic fashion.
- The student may have had interference between the term "un vélo" and "une bicyclette." As a result, the student used the incorrect adjective form of "violet," since most often the term "vélo" is used when selling a bicycle.
- There is coherence of thought and cohesion at the word level.

Culturally:
- The student has demonstrated an understanding of the placement of monetary symbols in French-speaking Canada.

Strategically:
- The student has been able to follow the model presented but not the conventions appropriate to a classified ad. (cognitive)
- The student has taken the risk to create a written communication. (socio-affective)
- The student has selectively attended to the task by following the instructions given by the teacher regarding the model and completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 4 (12-15 years)

INDEPENDENT DRAFT:

RESTEZ ALERTE, RESTEZ EN SÉCURITÉ!

With the assistance of the teacher the student could have improved the work by discussing the meaning of "rester" through the use of a verification activity, by employing a French only dictionary and by using authentic documents which provide contextually appropriate language models.

PRESENTATION COPY:

SOYEZ ALERTE;

SOYEZ SÛR!

Example 4

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
12-15 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bike and health safety. In a brainstorming session, students came up with models and were then given the opportunity to choose the model(s) they preferred.

Curriculum Standard:
Students were expected to use their knowledge of bike and personal safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative, in addition to the vocabulary related to the unit.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple, concrete, prepared message in a simple sentence.
- The message is somewhat appropriate to the text and the intent is obvious, although some English interference is occurring with the use of "rester," which is not appropriate to the communicative intent.
- The message provides sufficient information that is representative of the task and the illustration provided.

Linguistically:
- The vocabulary used in this example is appropriate to the task. The student was able to employ the vocabulary presented in the unit with no spelling errors noted.
- There is coherence of thought and cohesion at the word level although the intent of the message is showing English interference. The student needed to be made aware of the fact that "rester" is a verb of movement as opposed to the English meaning "to stay." To attain the meaning of "to be," he/she should have used "soyez."

Culturally:
- Although the field of experience does touch upon some cultural differences in terms of road signs and certain laws that are pertinent to Quebec, the message, as it stands, does not necessarily lend itself to the inclusion of cultural information.
- The student does use the appropriate punctuation mark for the text.

Strategically:
- The student has taken the risk to put the language acquired into a sentence in order to create a message appropriate for the age group. (socio-affective)
- The student has selectively attended to the task by following the instructions given by the teacher regarding the task. (metacognitive)

This example illustrates a performance standard which could have been acceptable had a revision process been carried out.

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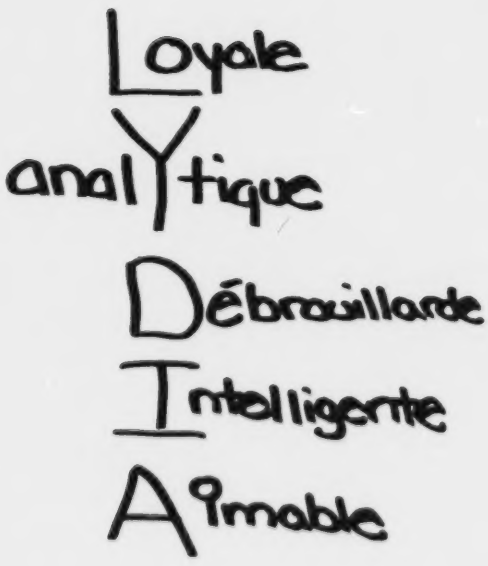
Example 5 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPIES:

Example 1:

Example 2:



Example 5

Field of Experience:
People around us

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Writing an acrostic

Type of Communicative Intent:
Describing the characteristics of a fellow classmate

Age of Students:
15-18 years

Background of the Example:
Students went through a brainstorming session in which they created a list of characteristics that best describe students of their age.

Curriculum Standard:
Students were to choose another student in the classroom and, by using their name, find adjectives that best describe the person. They were to ensure that they used the correct form of the adjectives according to the gender of the person.

Features Being Demonstrated by This Example:

Communicatively:
- The students demonstrate the ability to put isolated words together to create a simple message.
- The messages are appropriate to the texts and the intents are obvious and clear.
- The messages provide simple but accurate information that is representative of the task and the conventions of this kind of poem.

Linguistically:
- The vocabulary used is appropriate to the task.
- Both students used the correct form of the adjectives based on the gender of the person being described.
- There is coherence of thought and cohesion at the word level.

Culturally:
- The text does not require the inclusion of cultural information.

Strategically:
- The students have followed a model in order to create an appropriate message. (cognitive)
- The students have taken the risk to create a message that best describes the other student by finding adjectives which contain the required letter but which may not start with that particular letter. (socio-affective)
- The students have selectively attended to the task by following the instructions given by the teacher regarding the formulation of the poem and completion of the task. (metacognitive)

These examples illustrate performance standards which are acceptable for this level.

Examples of Beginning Level 3 — Written Production

Example 1 (9-11 years)

Independent Draft:

Arrêtez-Vous!.
Écoutez!.
Portez Toujours un Casque!.
Protegez La Vie.

Presentation Copy:

With the assistance of the teacher the student could have improved the work by being made aware of the accent error on the word "protégez," by discussing the meaning of "s'arrêter" through the use of a verification activity, and by using authentic documents which provide contextually appropriate language models.

Attention!
Écoutez!.
Portez Toujours un Casque!.
Protégez Votre tete!

Example 1

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
9-11 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bicycle safety. In a brainstorming session, students came up with models and were then given the opportunity to choose the model(s) they preferred.

Curriculum Standard:
Students were expected to use their knowledge of bike safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative in addition to the vocabulary related to the unit.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link rehearsed words together to create a series of simple, complete sentences to communicate the intent.
- The intents are obvious, but some imprecise expressions cause the message to be less clear.
- The message provides simple and sufficient information that is representative of the task and the illustration provided and demonstrates the appropriate conventions applicable to messages found on posters.
- The student uses an illustration to enhance the communication of the message.

Linguistically:

- The vocabulary used is somewhat appropriate to the task. The student was able to employ the vocabulary presented in the unit with only one spelling error noted, i.e., the missing accent noted on "protégez." However, other vocabulary was not used appropriately. The translation error in the use of "s'arrêter" does render the text less appropriate. "Attention!" would have been better. In addition, there is a nuance implied with the expression "Protégez la vie." The usage of "la vie" implies life in general. In this context, the student is actually making reference to the protection of oneself; therefore, the correct usage should have been "Protégez votre vie." or "Protégez-vous." which now implies the protection of oneself. Or, since the context is about helmet safety, the student could have been provided with the model "Protégez votre tête," which would make the text more contextually appropriate.
- There is coherence of thought and cohesion at the word level, with the intents showing some English interference.
- The student demonstrates knowledge of the use of the imperative form and correct word order.

cont'd . . .

CULTURALLY:

- Although the field of experience does touch upon some cultural differences in terms of road signs and certain laws that are pertinent to Quebec, this message does not necessarily lend itself to the inclusion of cultural information.
- The student does use fairly consistently the correct punctuation for the text.

STRATEGICALLY:

- The student has taken the risk to put a number of sentences together in order to create a more complete message. (socio-affective)
- The student has selectively attended to the task by following the instructions given by the teacher regarding the model and completion of the task. (metacognitive)

This example illustrates a performance standard acceptable for this level, given the complexity of the message.

Example 2 (9-11 years)

INDEPENDENT DRAFT:

GT Tundra, fille, noire et
rose, très bonne condition, 21
vitesses, facile d'enlever la
selle et les pneus avant.
vaut 400$ Prix demande
250$ ferme pour
information appdez Brienne
Sherwood 328-8926

PRESENTATION COPY:

With the assistance of a verification grid constructed at the word level, the student would have been able to catch the incorrect accent on "très," the missing accent on "demandé" and the spelling mistakes of "le pneu" and "information." With this assistance, the work may have looked like this.

GT Tundra, fille, noire et
rose, très bonne condition, 21
vitesses, facile d'enlever la
selle et le pneu avant.
vaut 400$ Prix demande
250$ ferme pour
information appdez Brienne
Sherwood 328-8926

Example 2

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a classified ad

Type of Communicative Intent:
Informing someone of the intent to sell a bicycle

Age of Students:
9-11 years

Background of the Example:
Students were given the opportunity to prepare a classified ad based on the models presented in the educational project.

Curriculum Standard:
Students were expected to use their knowledge of bikes to sell a used bicycle in a newspaper using the appropriate adjectives and vocabulary related to bicycles and their knowledge of classified ads.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple, concrete, prepared message.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple but accurate information that is representative of the task and the conventions and format of a classified ad.

Linguistically:
- The vocabulary used in this example is appropriate to the task. The student was able to employ the vocabulary presented in the unit in an authentic fashion.
- There were four spelling mistakes noted: the incorrect accent on "très," "les pneus avant" should not have been plural, "information" and the missing accent on "demandé."
- There is coherence of thought and cohesion at the word level.

Culturally:
- The student has demonstrated an understanding of the correct placement of monetary symbols and how to write them in French.

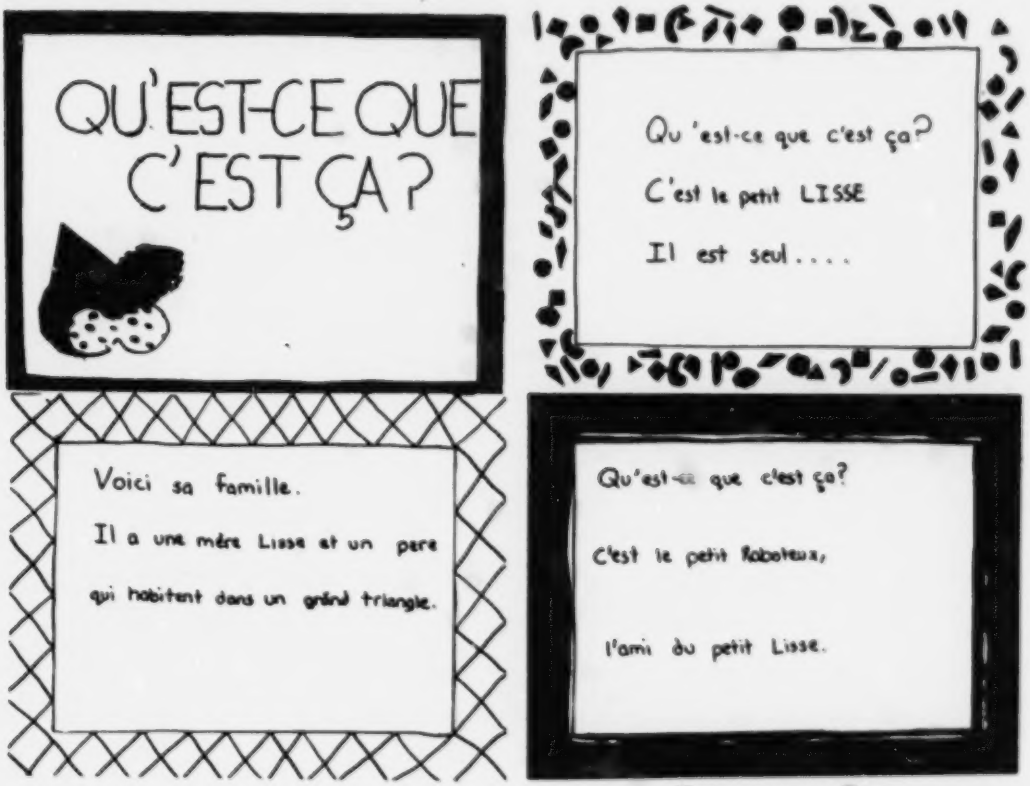
Strategically:
- The student has followed a model in order to create an appropriate message. (cognitive)
- The student has taken the risk to add more information to the ad in order to make the bicycle more saleable. (socio-affective)
- The student has selectively attended to the task by following the instructions given by the teacher regarding the language model and completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 3 (12-15 years)

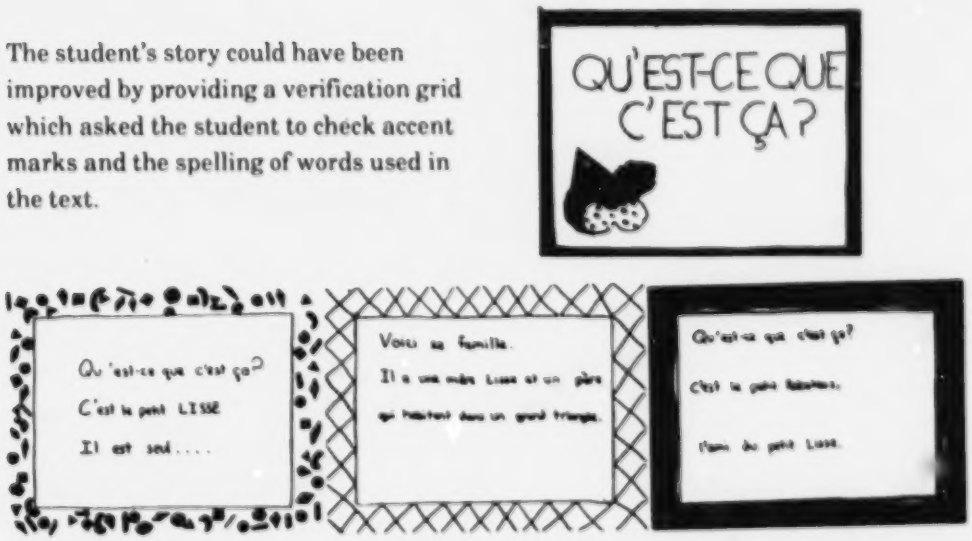
INDEPENDENT DRAFT:

(This is just a portion of the story. The remainder follows without the pictures.)


QU'EST-CE QUE C'EST ÇA?
Qu 'est-ce que c'est ça?
C'est le petit LISSE
Il est seul....
Voici sa famille.
Il a une mère Lisse et un pere
qui habitent dans un grand triangle.
Qu'est-ce que c'est ça?
C'est le petit Rabateux,
l'ami du petit Lisse.

PRESENTATION COPY:

The student's story could have been improved by providing a verification grid which asked the student to check accent marks and the spelling of words used in the text.


QU'EST-CE QUE C'EST ÇA?
Qu 'est-ce que c'est ça?
C'est le petit LISSE
Il est seul....
Voici sa famille.
Il a une mère Lisse et un pere
qui habitent dans un grand triangle.
Qu'est-ce que c'est ça?
C'est le petit Rabateux,
l'ami du petit Lisse.

Continuation

Qu'est-ce que c'est ça?
C'est le petit Raboteux, l'ami du petit Lisse.
Le petit Raboteux habite dans un cercle avec sa famille.
Pour jouer avec son ami, le petit Lisse marche le long d'un rue longue et droite pour aller chez Raboteux
Qui est là?
C'est le petit Rayure.
Bonjour petit Rayure!
Bonjour petit Lisse!
Bonjour petit Raboteux!
Est-ce que tu as vu le petit Tache?
Non, je n'ais pas vue le petit Tache.
Allons le chercher!
Ah voilà!
Il est là derrière toi dans le coin.
Les quatre amis rient et jouent ensemble.
Ils courent le long de la courbee à la maison du petit Tache. Ils jouent dans la carrè
Le soir, Ils sont très fatiguès et heureux
Bonne nuit le petit Raboteux!
Bonne nuit le petit Rayure!
Bonne nuit le petit Tache!
Bonne nuit le petit Lisse!

Example 3

Field of Experience:
People around us/Fine arts

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creating a simple picture book for children

Type of Communicative Intent:
Telling a simple story

Age of Students:
12-15 Years

Background of the Example:
Students were given a model to follow for creating the story.

Curriculum Standard:
Students were expected to create an imaginary family and write a story about them with their target audience being young children.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a number of simple sentences and a few complex sentences to create simple, concrete messages containing appropriate information which is well situated within the context of a young child's picture book.
- The messages are appropriate to the text and the intent is clear and obvious.
- The student has shown creativity by naming the characters in the story as they relate to their physical descriptions, such as "le petit Lisse," because he is smooth and his friend "Raboteux," because this character's physical appearance is rough.
- The messages provide sufficient information that is representative of a concrete narrative.
- The student uses illustration to enhance the communication of the messages.

Linguistically:

- The vocabulary used is limited but appropriate to the task. It includes the use of descriptive adjectives to add more naturalness to the structured context.
- The text demonstrates a number of linguistic errors such as missing accents, misplaced accents and the incorrect form of the passé composé.
- The student is also attempting to use linguistic forms from other levels to narrate the story such as the past tense and direct object replacement, but their usage is most likely not attained.
- The student uses the present tense with cohesion demonstrating an understanding of its use especially in the context of a child's storybook.

Culturally:

- The text does not include the identification of a francophone presence since the task does not naturally require this information.
- The student does use the correct social convention for saying "Good night."

Strategically:

- The student has used knowledge of children's storybooks to create his/her own. (cognitive)
- The student shows a positive attitude towards the language by taking the risk to design a child's storybook which a young child is capable of understanding. (socio-affective)
- The student has followed a model to develop the text, demonstrating the use of selective attention to complete the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 4 (12-15 years)

INDEPENDENT DRAFT:

Le concert d'un francophone fameux : Roch Voisine!

Où : le J.J. Bowlen

Date : le 15 Mai

Prix : 25$ au personne

Heure : 16 heures

Le concert de Roch Voisine et magnifique!
—Jean-Paul Bouchard de Quebic Journal.

Benefits au le maison de Ronald McDonald.

Example 4

Field of Experience:
Activities/School

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Informing the community of an event and persuading people to attend

Age of Students:
12-15 years

Background of the Example:
This example was obtained as part of the validation of the Beginning Level Model Test. Students were given the elements required to produce the poster. They were supplied with a student checklist to verify if they had included all the items mentioned.

Curriculum Standard:
Students were expected to communicate their message by creating an advertisement which announced the performance of a francophone performer or performing group by providing the date, time, place of the event, price of the ticket with correct placement of the monetary symbol, and a sentence which would convince people to attend the event.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a simple message.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple and sufficient information that is representative of the task and the conventions of an advertising poster.
- The student has also attempted to give some authenticity to the poster by providing a critique statement as a means of convincing the public to attend the event, a technique often used in publicity posters.
- The student uses an illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used is appropriate to the task employing the vocabulary requested. Some grammatical errors were noted such as the incorrect placement of the accent on "où," the use of "par" instead of "au," "est" instead of "et," etc.
- The student's message could have been improved by using the word "célèbre" instead of "fameux." The message is understood, but it would have been more precise had the correct word been used.
- There is coherence of thought but there are errors of cohesion at the word level for example "de Quebéc Journal" should have been "du Journal de Québec," but these errors do not impede the comprehension of the message; they do, however, distract the reader.

Culturally:
- The student uses the correct placement for the dollar sign and the correct form for writing time in French.
- The student is able to identify a francophone perfomer, Roch Voisine.

Strategically:
- The student used knowledge of publicity poster elements to create his/her own poster. (cognitive)
- The student took the risk to create a unique message by writing a critique statement and attempting to use a circumlocution with the word "benefits" to mean "bénéfices" in French. (socio-affective)
- The student has selectively attended to the task by following the instructions given in the test to complete the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 5 (15-18 years)

INDEPENDENT DRAFT:

BICYCLETTES À VENDRE

Bicyclette Précision pour garçon, noire et rouge; pneus, selle et guidon noirs, 15 vitesses. Comme neuve. Très bon achat. Prix: 250$, demande 190$, discutable. Magdalene: 434-9710
Vélo Norco bleu, pour fille. 10 vitesses, très bon état. Compteur de vitesse, porte-bagages, cadenas, et radio inclus. Prix 15$, discutable. Kelly: 434-7948
Vélo tout terrain noire. 18 vitesses. dérailleur Shimano. Réflecteurs inclus. A servi 2 ans. Très bon état. Prix 120$. Demander Peter. Tél 434-8376

PRESENTATION COPY:

With the assistance of a verification grid constructed at the word level the student would have been able to catch the spelling mistake of "compteur" in the second ad and the adjective agreement of "vélo" and "noir" in the third ad. With this assistance the work may have looked like this.

BICYCLETTES À VENDRE

Bicyclette Précision pour garçon, noire et rouge; pneus, selle et guidon noirs, 15 vitesses. Comme neuve. Très bon achat. Prix: 250$, demande 190$, discutable. Magdalene: 434-9710
Vélo Norco bleu, pour fille. 10 vitesses, très bon état. Compteur de vitesse, porte-bagages, cadenas, et radio inclus. Prix 15$, discutable. Kelly: 434-7948
Vélo tout terrain noir. 18 vitesses. dérailleur Shimano. Réflecteurs inclus. A servi 2 ans. Très bon état. Prix 120$. Demander Peter. Tél 434-8376

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Example 5

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a classified ad

Type of Communicative Intent:
Informing someone of the intent to sell a bicycle

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a classified ad based on the models presented in the educational project.

Curriculum Standard:
Students were expected to use their knowledge of bikes to sell a used bicycle in a newspaper using the appropriate adjectives and vocabulary related to bicycles and their knowledge of classified ads.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create simple messages.
- The messages are appropriate to the text and the intent is obvious and clear.
- The messages provide simple but accurate information that is representative of the task and the conventions and format of a classified ad.

Linguistically:
- The vocabulary used is appropriate to the task, employing vocabulary presented in the unit in an authentic fashion.
- There were two spelling mistakes noted: "computer" for "compteur" and the adjective agreement between "vélo" and "noir."
- There is coherence of thought and cohesion at the word level.

Culturally:
- The student has demonstrated an understanding of the correct placement of monetary symbols and how to write them in French-speaking Canada.

Strategically:
- The student has followed a model in order to create an appropriate message. (cognitive)
- The student has taken the risk to add more information to the ad in order to make the bicycle more saleable. (socio-affective)
- The student has selectively attended to the task by following the instructions given regarding the model and the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 6 (15-18 years)

INDEPENDENT DRAFT:

PRESENTATION COPY:

With the assistance of the teacher the student could have improved the work by discussing the difference between "le" and "un" with "casque protecteur," and the use of possessive pronouns with reflective verbs through the use of authentic documents, which provide contextually appropriate language models.

Example 6

Field of Experience:
Hygiene and safety

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bike and car safety. In a brainstorming session, students came up with models and were then given the opportunity to choose the model(s) they preferred.

Curriculum Standard:
Students were expected to use their knowledge of bike and personal safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative in addition to the vocabulary related to the unit.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to link rehearsed words together to create a concrete, prepared message combining two simple sentences.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple and sufficient information that is representative of the task and the illustration provided.
- The student uses an illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used is appropriate to the task, employing the vocabulary presented in the unit with no spelling errors noted.
- There is one error in the use of the definite vs. indefinite article. At this level, students must know when to use the definite and the indefinite article. The incorrect usage does not interfere with the comprehension of the message but it does render the text less accurate.
- There is also an error between the use of the reflexive verb "se servir" and the possessive pronoun "ta" with "tête." Grammatically, their use together is incorrect. The student should have been guided to use "la tête" instead.
- There is coherence of thought and cohesion at the word level which allows for clear comprehension of the student's communicative intent.

Culturally:
- The student has used a culturally appropriate register since the "tu" form is often used in public service announcements by Quebec advertisers.
- The student has used the correct punctuation for the message.

Strategically:
- The student has followed a model to create an appropriate message. (cognitive)
- The student has taken the risk to put the language acquired into a sentence in order to create a message appropriate for the age group. (socio-affective)
- The student has used selective attention to carry out the task by following the instructions given regarding the model and completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

INTERMEDIATE LEVEL PERFORMANCE CRITERIA

INTERMEDIATE 4

Students at this level are able to take learned and modelled phrases, using their linguistic, cultural and strategic knowledge, to communicate in written form their intents (principal communicative intents from **Beginning** level, plus giving directions/ instructions/advice/information, expressing needs/feelings/preferences, asking for information/advice, describing actions and comparing items/people) by creating mainly simple, prepared texts, mostly concrete in nature, containing a number of ideas related to the fields of experience and the context(s) under study. These texts take the form of lists of sentences which are written in a logical and sequential manner at the sentence level, while respecting the appropriate conventions of the communicative task. However, these sentences are not yet fluid in the manner in which they are connected. The sentences used are typically simple sentences or combinations of simple sentences joined by cohesion markers, such as "et" and "parce que," produced in a structured, guided and/or modelled fashion. Students are able to carry out communicative tasks such as writing personal letters, creating a health survey, writing a shopping guide for personal gifts for friends and family, etc. To carry out these tasks, they are able to employ, on a fairly consistent basis, vocabulary and linguistic elements from the **Beginning** level in addition to the vocabulary from **Intermediate 4**, the comparative, expressions which use "faire," adverbs and adverbial expressions and cohesion markers at the sentence level in order to create their messages.

Students will still rely heavily on authentic models for language usage and replication. They will require a number of similar situations in order to be able to transfer the linguistic, sociolinguistic and strategic knowledge they have acquired in one field of experience to other fields of experience and from one context to another. They will need continual guidance and modelling in order to be successful in their written productions. They will also need to be given a number of writing strategies which they can resort to as a means of improving the quality of their productions such as the use of bilingual and unilingual dictionaries, checklists for ensuring content and precision of language use and edit/revision processes (self, peer, group) which assist students in becoming aware of ways in which to improve the quality of their productions. Students will continue to take more risks in the kinds of things they will want to express as they are developing more confidence with the language and the communicative tasks they are confronting. As a result, they will tend to make language usage and spelling errors which must be corrected appropriately in order to avoid incorrect storage in memory of new and developing language elements.

INTERMEDIATE 5

Students at this level are able to create their own written messages based on the use and modelling of authentic documents employing their linguistic, cultural and strategic knowledge to communicate their intents (principal communicative intents from

Beginning level, plus giving directions/instructions/advice/information, expressing needs/feelings/preferences, asking for information/advice, describing actions/simple topics, comparing items/people and narrating events) by preparing texts more sophisticated and abstract in nature which contain a series of interrelated ideas related to the fields of experience and context(s) under study. These texts take the form of lists of sentences developing into a paragraph but which do not necessarily display connectedness at the paragraph level. These texts are composed of simple and/or complex sentences which describe events in the past, the present and the future while respecting the conventions of the communicative task. As a result, the communicative tasks that the students can engage in are related to more sophisticated compositions such as writing advice columns, creating a fashion brochure or guide, creating publicity posters, writing business correspondence (e.g., writing a letter to ask for information), writing an article, etc. The texts will begin to demonstrate the use of cohesion markers relating to a sequence, such as "puis, ensuite, après, alors," etc., to connect these ideas so that there is more flow to the text. To carry out these tasks, they are able to employ, as is necessary and on a fairly consistent basis, all the vocabulary and linguistic elements developed in the **Beginning** level and **Intermediate 4** level in addition to the vocabulary of **Intermediate 5**, the superlative and past tenses such as the passé composé and the imparfait and the use of direct and indirect pronouns when textually appropriate.

Students will still need authentic models for language usage, so as to ensure that their texts are authentic and incorporate more natural usages/expressions of the language. They will require a number of similar communicative tasks in order to be able to transfer the communicative/linguistic knowledge they have acquired in one field of experience to other fields of experience. They will need continual guidance in order to be successful in their written productions by being given a number of strategies which they can resort to in order to improve the quality of their productions such as the use of bilingual and unilingual dictionaries, checklists for ensuring content and precision of language use and edit/revision processes (self, peer, group) which will assist students in becoming aware of ways in which to improve the quality of their productions. As students continue to take more risks in the kinds of things they will want to express, they will continue to make language usage and spelling errors. These errors need to be corrected appropriately in order to avoid incorrect storage in memory. Guided revision sessions are required to ensure that new and developing language items are being stored properly.

Intermediate 6

Students at this level will be able to create their own written messages on a more independent basis based on the use and modelling of authentic documents employing their linguistic, cultural and strategic knowledge to communicate their intents (principal communicative intents from **Beginning** level, plus giving directions/instructions/advice/information, expressing needs/feelings/preferences, asking for information/advice, describing actions/simple topics, comparing information/situations and making simple

hypotheses) by preparing texts of a more abstract nature which contain a series of interrelated ideas related to the fields of experience and context(s) under study. These texts will now take the format of connected sentences forming one or more paragraphs, which are beginning to demonstrate an interrelationship between paragraphs but which are not yet employing, on a consistent basis, cohesive elements between paragraphs so as to link them smoothly. These paragraphs take mainly the form of narratives which describe events in the past, present or future, in a fairly consistent manner, using combinations of simple and complex sentences which are related to more sophisticated compositions such as writing travel advice columns, creating a newspaper, creating environmental publicity posters, writing business correspondence, such as introduction letters accompanied by a curriculum vitae, writing film critiques, etc. To carry out these tasks, while respecting their conventions, students are able to employ vocabulary, linguistic and sociolinguistic elements, on a fairly consistent basis, such as the simple future, the use of replacement and interrogative pronouns and the present conditional in addition to the vocabulary and linguistic elements developed in the **Beginning** and **Intermediate 4** and **5** levels. The use of the indirect and direct pronouns, in addition to "y" and "en" will be limited to the use as is deemed textually appropriate.

Students will still need authentic models for language usage so as to ensure that their texts are authentic and incorporating more natural usages/expressions of the language. They will require a number of similar communicative tasks in order to be able to transfer the communicative/linguistic knowledge they have acquired in one field of experience to other fields of experience. They will also need continual guidance in order to be successful in their written productions. They will need to be constantly reminded to resort to strategies which will improve the quality of their productions such as the use of bilingual and unilingual dictionaries, checklists for ensuring content and precision of language use and edit/revision processes (self, peer, group) which will assist them in producing quality written productions. As students continue to take more risks in the kinds of things they will want to express, they will continue to make language usage and spelling errors. These errors need to be corrected appropriately in order to avoid incorrect storage in memory. Guided revision sessions are still needed to ensure correct storage in memory of new and developing structures.

Main characteristics of 1993-94 examples

At the present time, there are limited samples available which demonstrate both communicative tasks and linguistic precision for students at this level since full implementation of the Program of Studies has not been attained. Students who are technically at this level are, for the most part, still being asked to engage in activities which are language focused as opposed to being communicatively focused and real-life based. However, when they are asked to produce authentic texts they are often being asked to do so

for evaluative purposes before they are ready. The end product is often one in which the students have not had sufficient practice nor sufficient exposure to authentic texts which model the correct usage of the language. Therefore, the students' texts lack both contextual appropriateness and accuracy.

To ensure good written communication skills and precise language development for the **Intermediate** level, it is important to involve students actively in the edit/revision process. Students need to have the opportunity to reflect upon their work and the corrections being suggested and made. This step is important if students are to be able to improve the quality of their written productions as a group and as individuals. As a result, in order for **Intermediate 4, 5** and **6** students to become better communicators, they must engage in real-life tasks that will allow them to develop and refine sufficiently their communicative/ linguistic knowledge and skills required at the **Beginning** and **Intermediate** levels so as to be able to progress into the **Advanced** level.

The examples that follow demonstrate some of the features of the Program of Studies which are being demonstrated at the present time.

Examples of Intermediate Level 4 — Written Production

Example 1 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:

La sécurité à bicyclette commence par le respect de la loi!

Respecte les panneaux de signalisation!

Example 1

Field of Experience:
Health and exercise

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bicycle and car safety. The students brainstormed a list of possible messages and then created their own from the list.

Curriculum Standard:
Students were expected to use their knowledge of bike and car safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative, the vocabulary related to the unit, in addition to creating a message composed of more than one sentence.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to combine a simple and a complex sentence to create a prepared, concrete message.
- The message is appropriate to the text and the intent is obvious and clear.
- The message provides simple and accurate information that is representative of the task and the illustration provided.
- The message demonstrates the appropriate conventions applicable to posters.
- The student uses an illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used is appropriate to the task employing the vocabulary presented in the unit with no errors noted.
- The student demonstrates knowledge of the use of the imperative form and the present tense with no spelling errors noted.
- There is coherence of thought with cohesion being demonstrated at both the word and sentence level, with a message that flows logically from one sentence to the next.

Culturally:
- The student has been able to link cultural knowledge by employing the correct stop sign that would be found on Quebec streets.
- The student used a strategy common to Quebec advertisers and that is the use of the "tu" form, in addition to the use of positive statements that would cause more reflection than the use of an authoritarian tone to get the same message across.
- The student also used the correct punctuation for the text.

Strategically:
- The student has used reference material to ensure that the message is correct. (cognitive)
- The student has willingly corrected errors pointed out by someone else. (socio-affective)
- The student has selectively attended to the task by choosing, independently, from the criteria presented what was necessary for the completion of the task. (metacognitive)

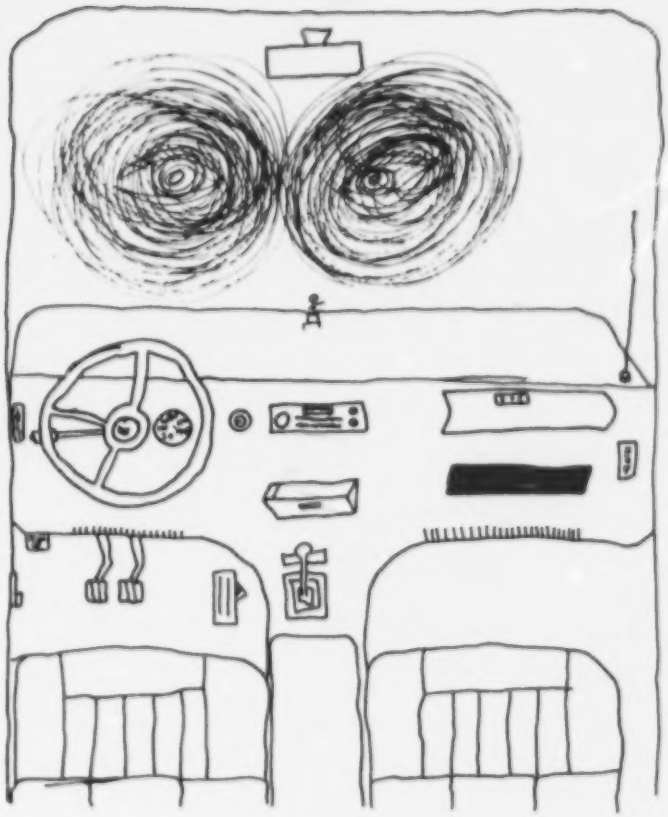
This example illustrates a performance standard which is acceptable for this level.

BEST COPY AVAILABLE

Examples of Intermediate Level 5 — Written Production

Example 1 (15-18 years)

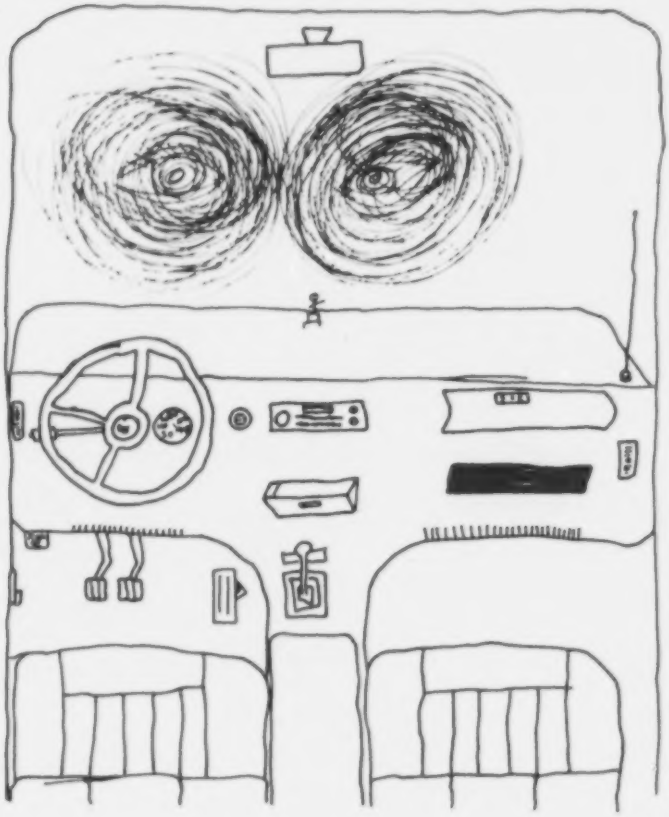
INDEPENDENT DRAFT:



La vie que tu
sauves peut-être
la tienne!
Ne conduis pas
avec les facultés
affaiblies.

PRESENTATION COPY:

The student's message could have been made clearer had the student been provided with a verification process which reflected upon word usage so that the hyphen problem between "peut" and "être" could have been caught.



La vie que tu
sauves peut être
la tienne!
Ne conduis pas
avec les facultés
affaiblies.

Example 1

Field of Experience:
Advertising

Type of Text:
Simple, concrete, prepared text

Type of Communicative Task:
Creating a publicity poster

Type of Communicative Intent:
Giving safety advice

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bicycle and car safety.

Curriculum Standard:
Students were expected to use their knowledge of bike and car safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative, the vocabulary related to the unit in addition to creating a message composed of more than one sentence.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to combine a complex and simple sentence to create a concrete, prepared message.
- The student has creatively used the illustration to enhance the message by making the eyes appear in the windshield as if it were a mirror so that the communicative intent is made clearer.
- The message is appropriate to the text and the intent is fairly obvious.
- The message provides simple and accurate information that is representative of the task and the illustration provided, following the conventions of a publicity poster.

Linguistically:
- The vocabulary used is authentic and appropriate to the task.
- The student had one spelling error which changes the meaning behind the communication. The student should have been made aware that the hyphen use can change the meaning. For example, by leaving the hyphen in and placing a comma after "sauves," the message says "The life that you save, maybe your own! Don't drive while impaired."; where as without the hyphen, it means "The life that you save can be your own. Don't drive while impaired.": a subtle but distinct difference.
- The student demonstrates knowledge of the use of the imperative form and correct word order.
- There is coherence of thought with cohesion being demonstrated at both the word and sentence level, with sentences that flow logically from one to the next.

Culturally:
- This student has used a strategy common to Quebec advertisers, the "tu" form, demonstrating knowledge of informal vs. formal use.

Strategically:
- The student has taken the risk to use and create a message with linguistic structures that are not necessarily a part of this level. (socio-affective)
- The student has selectively attended to the task by choosing, from the criteria, the elements which were necessary for the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPIES:

Example 1:

le 29 septembre 1993

Monsieur Bernard Theroux
Canada inc.
7524,Cote-de-Liesse
Ville Saint-Laurent (Québec)
H4T 1E7

Cher Monsieur Theroux,

En réponse à votre annonce parue dans La Presse, le samedi 29 septembre 1993, je pose ma candidature au poste de Représentant avec un programme de formation.

Je pense que j'ai les compétences nécessaires. Je suis responsable,énergique, et enthousiaste.

Ce poste m'intéresse beaucoup. A l'école St. Francis Xavier, je suis un cours de commerce. Je suis disponible de mardi à samedi après 15 heures. Je me tiens à votre disposition pour une entrevue.

Veuillez agréer Monsieur, mes sincères salutations.

Chris Koziak

Chris Koziak

CURRICULUM VITAE

RENSEIGNEMENTS PERSONNELS

NOM: Koziak

PRÉNOM: Chris

ADRESSE: 18325 86 avenue

NUMÉRO DE TÉLÉPHONE: 487-1227

NUMÉRO D'ASSURANCE SOCIALE: 654 123 672

DATE DE NAISSANCE: le 27 juin 1979

LANGUE MATERNELLE: l'anglais

AUTRES LANGUES: le français

ÉTUDES

ÉTUDES SECONDAIRES: St. Francis Xavier
9250 rue 163
Edmonton (Alberta)
T5R 0A7

Dixième année

Expérience de Travail

Caissier
Cineplex-Odeon
Sept. 1990-Jul.1992

Travail bénévole
L'hôpital Misericordia
1990 au présent

INTERÊTS

Lire, jouer aux sports et écouterla musique

RÉFÉRENCES

1. NOM: Frank Adams ADRESSE: 7273 rue 187
   TÉL : 487-7663

2. NOM: Shannon Mays ADRESSE: 18937 ave 67
   TÉL : 444-3946

Example 2:

le 3 octobre 1993

Monsieur R. LeBlanc
Party's Leather
9 rue Champlain
Dieppe (Nouveau-Brunswick)
B2V 3L4

Cher Monsieur LeBlanc,

En réponse à votre annonce parue dans Le Journal de Québec, le 19 septembre 1993,je pose ma candidature au poste de vendeuse.

Je pense que j'ai les compétences nécessaires. Je suis débrouillarde, généreuse, honnête, et indépendante.

Le poste m'intéresse beaucoup. A l'école St. Francis Xavier, j'étudie les mathématiques et l'informatique. Je suis aussi très bonne avec l'argent.

Je suis disponible de lundi à samedi de 15 heures à 21 heures. Je me tiens à votre disposition pour une entrevue.

Veuillez agréer Monsieur, mes sincères salutations.

Monique Chevalier

Renseignements Personnels

Nom: Chevalier
Prénom: Monique
Adresse: 79 Gariepy cres.
Numéro de téléphone: 487-1270
Numéro d'assurance sociale: 651 892 456
Date de naissance: le 18 septembre 1978
Langue maternelle: Anglais
Autres langues: Français

Etudes

Etudes Secondaires

St. Francis Xavier
9250-rue 163
Edmonton,Ab
T5R 0A7

Dixième année

Expérience de Travail

-Vendeuse
-Le Château
-janvier 1992 - février 1993

-Gardienne d'enfants
-1989 - 1993
(Donna Rose)

Intérêts

Je m'intéresse beaucoup à la mode.
Je lis tout ce que je peux à ce sujet.

Références

Nom: Thomas Jhon
Adresse: 8770 rue 170
Téléphone: 444-3070

Nom: Donna Rose
Adresse:49 Gariepy Cres.
Téléphone: 487-5559

Example 2

Field of Experience:
World of work

Type of Text:
Concrete, prepared text

Type of Communicative Task:
Writing a covering letter and curriculum vitae

Type of Communicative Intent:
Providing someone with information on one's work experience and expressing the desire to obtain a certain advertised job

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to follow a model in order to develop a covering letter for their curriculum vitae.

Curriculum Standard:
Students were asked to read job ads in French language newspapers and to choose a job that they were interested in. They were then asked to write a letter to the business providing information on themselves as it relates to the job. They were to write the address and the date as it would be written in French and to follow the appropriate conventions for beginning and closing a letter.

Features Being Demonstrated by This Example:

Communicatively:
- The students demonstrate the ability to combine a number of ideas, using a combination of simple and complex sentences, based on a given structure and models, to express the nature of the intent behind the letter.
- The messages are appropriate to the text and the intents are obvious and clear.
- The messages provide simple and accurate information that is representative of the task and the conventions for formal letters and a curriculum vitae.

Linguistically:
- The vocabulary used is authentic and appropriate to the task with no errors in spelling noted.
- The use of the present tense is appropriate for the letters and no errors were noted in this area.
- There is coherence of thought with cohesion being demonstrated at both the word and sentence level, with sentences that flow logically from one thought to the next.

Culturally:
- The students have been able to apply their knowledge of differences in writing letters in French in comparison to standards in English by writing the date, the address and correct forms of salutations and closings for a formal letter in French.

Strategically:
- The students have used models and examples to assist them in writing their letters and curriculum vitae. (cognitive)
- The students have willingly corrected errors pointed out by someone else as they have edited their letters and their curriculum vitae. (socio-affective)
- The students have selectively attended to the task by choosing independently, from the criteria presented, the elements which were necessary for the completion of the task. (metacognitive)

These examples illustrate performance standards which are acceptable for this level.

Examples of Intermediate Level 6 — Written Production

Example 1 (15-18 years)

INDEPENDENT DRAFT:

On pense que boire l'alcool est amusant. Mais quand il y a l'alcool au volant, ce n'est pas une matière à rire. Le fait est que plus de jeunes que d'adultes sont impliqués dans des accidents mortels. Ceux des jeunes sont causés par l'ivresse et les drogues. Si les jeunes étaient responsables, personne ne mourrait.

SOYEZ RESPONSABLES!
NE BUVEZ PAS SI VOUS CONDUISEZ!

BEST COPY AVAILABLE

PRESENTATION COPY:

The student's message could have been made clearer had the student been provided with a verification grid and asked to reflect upon the work, in addition to being provided with authentic documents which would have helped the student see how certain structures are used. This is what the text may have looked like had the student been given guidance and the opportunity to reflect upon the work. The underlining represents the corrections made to the text.

On pense que boire l'alcool est amusant. Mais quand il y a l'alcool au volant, c'est quelque chose à prendre au sérieux. C'est un fait que plus de jeunes que d'adultes sont impliqués dans les accidents mortels et ceux causés par les jeunes impliquent l'ivresse et les drogues. Si les jeunes étaient plus responsables, moins de personnes ne mouraient.

SOYEZ RESPONSABLES!
SI VOUS CONDUISEZ, NE BUVEZ PAS!

Example 1

Field of Experience:
Advertising

Type of Text:
Concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Informing someone of the dangers of the road

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students about bicycle and car safety.

Curriculum Standard:
Students were expected to use their knowledge of bike and car safety to create an ad campaign informing students of their age about the dangers of the road. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative, the vocabulary related to the unit in addition to creating a message composed of more than one sentence.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to combine different sentence lengths, both simple and complex, to create a message in the form of a paragraph.
- The messages are appropriate to the text and the intent is obvious.
- The messages provide simple and accurate information that is representative of the task and the illustration provided.
- The student demonstrates the appropriate conventions applicable to messages found on posters.
- The student uses an illustration to enhance the communication of the message.

Linguistically:
- The vocabulary used in this example is appropriate to the task.
- The student is still relying heavily on English syntax to express him/herself. For example, "...ce n'est pas une matière à rire." is a direct translation of the English "It is not a laughing matter." In order to help students recognize these "faux amis," they must be supplied with numerous authentic language models.
- The student demonstrates knowledge of the use of the imperative form and correct word order.
- There is coherence of thought with cohesion being demonstrated at both the word and sentence level, with messages that flow logically from one thought to the next.

Culturally:
- This student has attempted to use a tone of voice in the poster that would be suitable for the intended audience.
- The student has used the appropriate punctuation for the text.

Strategically:
- The student has taken the risk to use and create a message with linguistic structures that are not necessarily a part of this level. (socio-affective)
- The student selectively attended to the task by independently choosing, from the criteria presented, the necessary elements for the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2 (15-18 years)

INDEPENDENT DRAFT:
(Retyped for easier readability.)

Pourquoi il fait toujours froid dans la salle 233

Il y avait une fois une professeure de français à l'école sécondaire à Spruce Grove qui s'appellait Madame LaBlanche. Sa salle de classe, numéro 233, était toujours chaude à cause du cafeteria qui se situait directemment en dessous.

Un jour, le directeur M. Antoff a venu a la classe avec une belle dame. Elle était la stagière, Mlle. Vampiregenberg, et elle était supposée de travailler avec Mme. LaBlanche pour les prochains deux mois.

Alors durant ces deux mois, Mlle. Vampiregenberg travaillait très fort et elle a devenu très respectée par les étudiants et par les collègues. Elle était jeune et belle et intelligente et tout le monde l'aimait. Tout le monde sauf Mme. LaBlanche. Vous voyez, pendant les deux mois, M. Antoff a tombé amoureux avec la jeune stagière, et la professeure de français était jalouse. Elle était secrètement en amour avec M. Antoff pour les dernières six ans, et maintenant, elle se sentait menacée. Mais d'une manière ou d'une autre, elle a survi les deux longs mois.

Quand le jour a venu que Mlle. Vampiregenberg devait partir, M. Antoff a informé Mme. LaBlanche qu'elle serait remplacée par la jeune professeur. Mme. LaBlanche était furieuse et elle s'est promis de se venger.

Le prochain matin quand Mlle. Vampiregenberg a arrivé à la salle 233, le corps de Mme. LaBlanche était suspendu par le plafond.

Depuis ce jour, la salle 233 est toujours froide. Tout le monde dit que c'est le fantome de Mme. LaBlanche qui hante la salle. Et quand les étudiants frissonnent, on dit que c'est Mme. LaBlanche qui respire sur leurs cou!

PRESENTATION COPY:

The student's message could have been improved had the student been provided with a verification grid which would address verb usage and spelling to revise the work. This is what the text may have looked like had the student been given guidance and the opportunity to reflect upon the work. The bold lettering represents the corrections the student may have been able to make with the assistance of a grid and a teacher conference.

Pourquoi **fait-il** toujours froid dans la salle 233?

Il **était** une fois une professeure de français à l'école **de** Spruce Grove qui s'**appelait** Madame LaBlanche. Sa salle de classe, numéro 233, était toujours chaude à cause **de la** cafét**é**ria qui se situait **directement en dessous**.

Un jour, le directeur M. Antoff **est** venu à la classe avec une belle dame. **C'**était la **stagaire**, **Mlle** Vampiregenberg, et elle **était** supposée travailler avec **Mme** LaBlanche pour les prochains deux mois.

Alors **pendant** ces deux mois, **Mlle** Vampiregenberg travaillait très fort et elle **est** devenu**e** très respectée par les **élèves** et par ses collègues. Elle était jeune, belle et intelligente et tout le monde l'aimait, tout le monde sauf **Mme** LaBlanche. Vous voyez, pendant les deux mois, M. Antoff **est** tombé amoureux **de** la jeune **stagaire**, et la professeure de français était jalouse. Elle était secrètement en amour avec M. Antoff **pendant** les **derniers** six ans, et maintentant, elle se sentait menac**ée**. Mais d'une manière ou d'une autre, elle a **servécu pendant** les deux longs mois.

Quand le jour **est** venue **où Mlle** Vampiregenberg devait partir, M. Antoff a informé **Mme** LaBlanche qu'elle serait remplacée par la jeune professeure. **Mme** LaBlanche était furieuse et elle s'est promis de se venger.

Le **lendemain** matin quand **Mlle** Vampiregenberg **est** arrivé**e** à la salle 233, le corps de **Mme** LaBlanche était suspendu **au** plafond.

Depuis ce jour, la salle 233 est toujours froide. Tout le monde dit que c'est le fantôme de **Mme** LaBlanche qui hante la salle. Et quand les **élèves** frissonnement, on dit que c'est **Mme** LaBlanche qui **souffle** sur leurs **cous**!

Example 2

Field of Experience:
Legends and myths

Type of Text:
Abstract, prepared text

Type of Communicative Task:
Creation of a legend

Type of Communicative Intent:
Narrating a fictional story

Age of Students:
15-18 years

Background of the Example:
Students read through a number of legends and looked at how they are written, discussing which elements, both linguistic and literary, are present.

Curriculum Standard:
Students were expected to use their knowledge of legends to create their own original legend. They were to use the appropriate verb tenses and all other linguistic elements, including discourse markers, to create a legend that demonstrated coherence and cohesion of ideas.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to combine both simple and complex sentences to create a sophisticated message.
- The message is appropriate to the text and the intent is obvious.
- The message provides simple and accurate information that is developed coherently and logically and is representative of the task.
- There is evidence of a beginning, a middle and a conclusion to the story.
- The student demonstrates some humour by using the name Mme LaBlanche instead of Mme LeBlanc.

Linguistically:

- The vocabulary used is varied and appropriate to the task although the student has sometimes chosen words that are not necessarily the most appropriate such as "durant," instead of "pendant."
- The student is committing a number of spelling errors which could have been reduced had the student been given a grid to guide the correction of errors.
- The student is still demonstrating some difficulty distinguishing between the verbs which take "être" and those which take "avoir"; however, the student is able to distinguish between the use of the imparfait and the passé composé. Other problem areas tend to be related to agreement (gender, adjective, plurality and verb).
- The student is demonstrating knowledge and use of the relative clause "qui" and the appropriate discourse conventions applicable to narratives which are elements from higher levels. However, their use is not necessarily attained.
- There is coherence of thought and cohesion is being demonstrated at the word, sentence and paragraph level.

cont'd . . .

CULTURALLY:

- The student has attempted to begin the legend in a fashion that is typical of francophone legends, "Il y avait une fois ..."
- The student has not fully acquired the use of the abbreviated form of "Mme" or "Mlle"; i.e., no period is used.
- The student is beginning to demonstrate the appropriate use of narrative conventions which help render the text more French-like, such as "Depuis ce jour, ..."

STRATEGICALLY:

- There is evidence of the student's knowledge of the text elements required to create a legend — beginning, middle and a summarizing statement. (cognitive)
- The student has taken the risk to initiate, sustain and conclude the communication. (socio-affective)
- The student has selectively attended to the task by choosing, independently, from the criteria presented, the necessary elements to create a legend. (metacognitive)
- The student has attempted to select and use rules of grammar that were appropriate for the completion of the task. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

ADVANCED LEVEL PERFORMANCE CRITERIA

ADVANCED 7

Students at this level are able to begin, develop and appropriately conclude their own written messages with more independence, based on and guided by the use of authentic documents, employing their linguistic, cultural and strategic knowledge to communicate their intents (principal communicative intents from the **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy, etc., expressing an opinion, feelings or desires, persuading someone to do something, explaining/defining, narrating in detail, telling a story and hypothesizing). These are prepared concrete or abstract texts which contain a series of interrelated paragraphs related to the fields of experience and context(s) under study. These texts take the form of longer discourse, mostly narrative in nature, describing events in the past, present or future in a fairly consistent manner, or are texts which express opinions, explanations or hypotheses supported by facts found in authentic documents, using combinations of simple and complex sentences which are related to more sophisticated compositions such as writing a myth or a legend, creating a health magazine, creating summaries on scientific discoveries, writing away for information on francophone universities, etc. In addition, these texts begin to show usage of discourse elements, such as "donc, alors, depuis que, dès que, ainsi, en effet, car," etc., in order to develop smoother and more natural transitions between sentences and paragraphs. To carry out these tasks, while respecting the conventions of the task, they are able to employ on a fairly consistent basis vocabulary, sociolinguistic and linguistic elements such as the past conditional, lequel, relative pronouns ("ce qui, ce que, ce dont"), and the present subjunctive, in addition to the vocabulary and linguistic elements developed in the **Beginning** and **Intermediate** levels. The use of direct and indirect pronouns "y" and "en" is limited to appropriate situations within the text.

Students will continue to need authentic models for language usage, so as to ensure that their texts are authentic and that they incorporate natural usages/expressions of the language. They will require a number of similar communicative tasks in order to be able to incorporate the communicative/linguistic knowledge they have acquired in previous fields of experience. They will begin to become more resourceful and independent as to the type of strategies they will use in order to be successful in their written productions. They will choose strategies which will improve the quality of their productions such as using unilingual dictionaries, creating and using checklists for ensuring content and precision of language use, selecting grammar rules which will improve their communication and using edit/revision processes (self, peer, group) which will assist them in producing quality written communications. As students take more risks in the kinds of things they will want to express, they will continue to make language usage and spelling errors. These errors need to be corrected appropriately in order to avoid incorrect storage in memory. Guided teacher revision sessions will still be required in order to ensure correct storage in memory of new and developing structures.

ADVANCED 8

Students at this level are able to begin, develop and appropriately conclude, on a more consistent and independent basis, their own written messages, based on the use of authentic documents, employing their linguistic, cultural and strategic knowledge to communicate their intents (principal communicative intents from the **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy, etc., expressing an opinion/idea(s) and supporting the opinion/idea(s) with some details, persuading someone to do something, explaining/defining, narrating in detail, telling a story, hypothesizing, discussing and arguing a point). These texts are either abstract or concrete and are prepared, containing a series of interrelated paragraphs composed of a combination of simple and complex sentences showing coherence of thought related to the fields of experience and context(s) under study. These texts take the form of longer discourse, in mostly a narrative format, describing events in the past, present or future in a fairly consistent manner. Or, they are texts which express opinions/ideas supported by facts found in authentic documents. These sophisticated compositions can be texts such as writing a play, creating a drinking and driving brochure, writing biographies on famous francophone personalities, writing summary reports on the future of the world, etc. These texts continue to show usage, on a more consistent basis, of discourse elements such as "donc, alors, depuis que, dès que, ainsi, en effet, car," etc., while adding more to the repertoire such as "étant donné, malgré, néanmoins, vu que," etc., in order to develop transitions between paragraphs. To carry out these tasks, they are able to employ vocabulary, sociolinguistic and linguistic elements, while respecting the conventions of the task, such as the pluperfect tense, the present participle, possessive pronouns, passive voice and future perfect when required by the text, in addition to the vocabulary and linguistic elements developed in the **Beginning**, **Intermediate** and **Advanced 7** levels. The use of direct and indirect pronouns "y" and "en" is limited to appropriate situations within the text.

Students will continue to need authentic models for language usage and guidance so as to ensure that their texts are authentic and that they incorporate natural usages/expressions of the language. They will require a number of similar communicative tasks in order to be able to incorporate the communicative/linguistic knowledge they have acquired in previous fields of experience. They will still need guidance in order to be successful in their written productions. They will need to be reminded to resort to strategies which will improve the quality of their productions, such as using unilingual dictionaries, creating and using checklists for ensuring content and precision of language use, selecting grammar rules which will improve their communication and using edit/revision processes (self, peer, group) which will assist them in producing quality written communications. As students take more risks in the kinds of things they will want to express, they will continue to make language usage and spelling errors. These errors need to be corrected appropriately in order to avoid incorrect storage in memory. Guided teacher revision sessions are still required in order to ensure correct storage in memory of new and developing structures.

ADVANCED 9

Students at this level are able to initiate, sustain and conclude consistently, on an independent basis, their own written messages, based on the use of authentic documents, employing their linguistic, cultural and strategic knowledge to communicate their intents (principal communicative intents from the **Beginning** and **Intermediate** levels, plus extending best wishes/gratitude/sympathy, etc., expressing an opinion/idea(s) and supporting the opinion/idea(s) with specific details, persuading someone to do something, explaining/defining, narrating in more detail, telling a story, hypothesizing, discussing and arguing a point). These texts are concrete or abstract, containing a series of interrelated paragraphs composed of combinations of simple and complex sentences showing coherence of thought related to the fields of experience and context(s) under study. These lengthy texts are mostly in a narrative format describing events in the past, present or future. Or, they are texts which express ideas or opinions, supported by facts found in authentic documents, which are related to sophisticated compositions such as writing a short story, writing an article on francophone humour, writing a pamphlet on becoming independent, writing a report on social trends and issues, etc. These texts demonstrate usage, on a consistent basis, of discourse elements such as "donc, alors, depuis que, dès que, ainsi, en effet, car, étant donné, malgré, néanmoins, vu que, bien que, lors de, lorsque, tandis que, pour que," etc., in order to develop smooth and natural transitions between sentences and paragraphs. To carry out these tasks, they are able to employ vocabulary, sociolinguistic and linguistic elements acquired through the previous 8 levels, while respecting the convertions of the task.

Students will continue to rely on authentic models for language usage and guidance so as to ensure that their texts are authentic and that they incorporate natural usages/ expressions of the language. They will still require writing strategies which will improve the quality of their productions, such as using unilingual dictionaries to determine the best word to use, selecting grammar rules which will improve their communication, creating and using checklists for ensuring content and precision of language use and using edit/revision processes (self, peer, group) which will assist them in producing quality written productions. Students will continue to make some language usage and spelling errors which need to be corrected appropriately in order to avoid incorrect storage in memory. Guided revision sessions are still an important step in maintaining correct storage in memory of structures previously acquired.

MAIN CHARACTERISTICS OF 1993-94 EXAMPLES

At the present time, there are limited samples available which demonstrate both communicative tasks and linguistic precision for students at the **Advanced** level since full implementation of the Program of Studies has not been attained. Only some **Advanced 7**

students have been identified at this time. Students who are technically at the **Advanced** level are, for the most part, still being asked to engage in activities which are language focused as opposed to being communicatively focused and real-life based. In order for students to arrive and develop at this level, it is important that they be given constant and sufficient exposure to authentic texts and that the written texts they are being asked to produce are related to real-life tasks. This step is very important if students are to be able to produce with precision, accuracy and for real purposes.

In addition, to ensure that students do develop the language competencies that are described at this level, it is vital that **Advanced** level students are actively engaged in the edit/ revision process in order to refine the language elements required for this level and to ensure the constant recycling of the elements previously learned and attained at the **Beginning** and **Intermediate** levels. Students need to have the opportunity to reflect upon their work and the corrections being suggested and made, in addition to making the corrections to the texts for public exhibition. This step is very important if students are to improve and sustain on a continual basis the quality of their written productions. As a result, in order for **Advanced 7**, **8** and **9** students to arrive at and attain the criteria described for written production, they must engage in real-life activities that allow them to develop and refine accurately their communicative skills, in addition to the vocabulary and linguistic elements of the Program of Studies for the Beginning, Intermediate and Advanced levels.

The examples that follow illustrate some of the features of the **Advanced 7** level of the Program of Studies which are being demonstrated at the present time. The examples were obtained from classes which are presently experimenting with the level but have not necessarily fully implemented the French 31a program. Or, they are examples of ex-French immersion students who are currently enrolled in the French as a second language program. However, no **Advanced 8/9** students have been identified at this time.

Examples of Advanced Level 7 — Written Production

Example 1 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:

This example represents work in which the student went through a verification process with the teacher.

Ta vie est importante.
L'alcool est ton ennemi surtout quand tu conduis!
Dès que tu bois, tu es responsable de tes actions, bonnes ou mauvaises.
Prends la meilleure décision.

Example 1

Field of Experience:
Adolescents and the law

Type of Text:
Concrete, prepared text

Type of Communicative Task:
Creation of a publicity poster

Type of Communicative Intent:
Informing someone of the dangers of drinking and driving

Age of Students:
15-18 years

Background of the Example:
Students were given the opportunity to prepare a publicity poster which would inform fellow students of the dangers of drinking and driving, based on the information supplied in the educational project.

Curriculum Standard:
Students were expected to use their knowledge of drinking and driving to create an ad campaign informing students of their age about the dangers of these two as a combination. They were to use an illustration to help communicate their intent and any cultural information deemed pertinent. Linguistically, they were to employ the correct form of the imperative, the vocabulary related to the unit, in addition to creating a message composed of more than one sentence, using discourse elements that would render the publicity more informative.

Features Being Demonstrated by This Example:

Communicatively:
- The student demonstrates the ability to combine both simple and complex sentences using discourse elements to create concrete, prepared messages.
- The messages are appropriate to the text and the intent is obvious and clear.
- The messages provide simple and accurate information that is representative of the task and the illustration provided.
- The messages reflect the appropriate conventions applicable to messages found on posters.
- The student uses an illustration to enhance the communication of the messages.

Linguistically:
- The vocabulary used in this example is authentic, varied and appropriate to the task.
- Since the student went through a verification exercise, there is no evidence of grammar or spelling errors.
- The student has used the knowledge of rhyme (ennemi/conduis) to add to the message.
- The student demonstrates knowledge of the use of the imperative form, correct word order and the use of discourse markers.
- There is coherence of thought with cohesion being demonstrated at the word, sentence and discourse level with sentences that flow logically from one to the next.

Culturally:
- The student has attempted to use a tone of voice in the poster that would be suitable for the audience; i.e., a more positive tone versus a negative one.
- The student has used the appropriate punctuation for the text.
- The student has tailored the text to suit a particular audience by using the "tu" form.

Strategically:
- The student uses knowledge of text structure in order to create a publicity poster. (cognitive)
- The student has taken the risk to begin, sustain and conclude a communication in French. (socio-affective)
- The student has selectively attended to the task by choosing, independently, from the criteria presented the necessary elements for the completion of the task and those discourse elements which would render the text more cohesive and coherent. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 2 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:

La Légende De

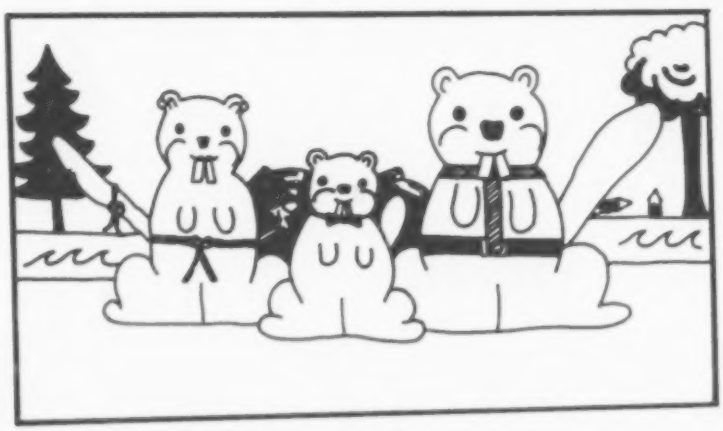
GRÉGOIRE

Le

CASTOR

Nicole Duffee

Laura Thackeray



Il était une fois un castor qui s'appelait Grégoire. Grégoire habitait dans un maison de bûches avec sa mère et son père.

Un matin Grégoire se réveilla et il avait très faim. De sa chambre il sentit les gaufres que sa mère faisait. Grégoire se leva, mis ses vêtements et son chapeau, et il alla à la cuisine.

(For ease of publication purposes the remainder of the story is retyped here as it originally appears in the students' text.)

«Bonjour Maman,» dit Grégoire.

«Bonjour Grégoire,» dit Maman.

«J'ai faim. Es-ce que je peux manger mon petit déjeuner» demanda-t-il.

«Plus tard. Nous allons manger quand ton père va arriver avec les poissons,» répondit-elle.

«Mais j'ai très faim. S'il vous plait?» mendia Grégoire.

«Non, Grégoire, mais si tu es un bon petit castor je vais te donner un autre gaufre au petit déjeuner,» dit-elle.

«Mais, Maman-»

Grégoire n'était pas amusé avec la situation et d'ailleurs son ventre n'arretait pas de gronger. Juste aprés sont ventre gronga trés, trés bruyamment, il repéra les biscuits qui étaient dans un pot sur le réfrigérateur. C'était des biscuits au choclat avec des brisures de chocolat.

«Ce jour est chanceux pour moi!» pensa Grégoire.

Maintenant Grégoire attendit le moment parfait pour changer son idée action. Quand sa mère commencait à sortir une gaufre du gaufrier Grégoire reconnut son occasion. Aussitôt qu'elle tourne le dos, Grégoire monta sur le comptoire à côté du gaufrier ouvert. Les biscuits étaient trés haut, mais si Grégoire se leva sur la pointe des pieds il était juste assez grand. Il était sur le point de prendre les biscuits au CHOCOLAT avec des BRISURES de CHOCOLAT quand... soudainement il perdit son équilibre. Ses bras s'agitèrent et avant de savoir ce qui se passait, il frappa le gaufrier avec son pied. Le gaufrier se ferma sur la queue de Grégoire.

AIE - AIE - AIE!!

Heureusement pour lui, sa mère était proche. Elle appela le docteur et grâce à leurs soins il recouvra la santé.

C'est pourquoi les castors ont de grosses queues rondes et plates. C'est aussi pourquoi ils ont la queue imprimée comme une gaufre.

Example 2

Field of Experience:
Myths and legends

Type of Text:
Abstract, prepared text

Type of Communicative Task:
Creating a legend

Type of Communicative Intent:
Narrating a fictional story

Age of Students:
15-18 years

Background of the Example:
Students read through a number of legends and looked at them, in terms of the language and expressions used, discussing which elements, both linguistic and literary, are present. Students went through a guided edit session with the teacher in which errors were pointed out, discussed and changed using the students' linguistic knowledge during the editing process. The students were in groups of two to carry out the communicative task.

Curriculum Standard:
Students were expected to use their knowledge of legends to create their own original legend. They were to use the appropriate verb tenses and all other linguistic elements, including discourse markers, to create a legend that demonstrated coherence and cohesion of ideas.

Features Being Demonstrated by This Example:

Communicatively:

- The students demonstrate the ability to combine simple and complex sentences to create messages that are interrelated by paragraphs.
- The students have creatively used illustrations to enhance their messages and also to make them more evident for their younger readers.
- The messages are appropriate to the text and the intents are obvious, authentic and creative.
- The messages provide sophisticated information that is developed coherently and is representative of the task and the illustrations provided.

Linguistically:

- The vocabulary used in this example is varied, authentic and contextually appropriate to the task.
- There are some errors in accent placement, such as the word "très," which is a consistent error, and "après," but these errors may have been committed as a result of using a computer to type the text and at that moment concentrating on the typing and not accent placement.
- There are some gender errors present (for example, "un" maison instead of "une" maison); however, these may be typing mistakes as in the case of the accents. Other errors of typing are also evident.
- The students are demonstrating the correct usage of the imparfait and the passé simple, and appropriate discourse markers which are often used in legends to make the text more fluid.
- There is coherence of thought with cohesion being demonstrated at the word, sentence and paragraph level with sentences that flow logically from one idea to the next.

cont'd . . .

CULTURALLY:

- The students have begun the legend in a fashion that is typical of francophone legends by using the opening sentence "Il était une fois un castor qui s'appelait Grégoire..."
- The students are demonstrating the usage of emotive expressions and literary style to render the text more authentic such as "demanda-t-il, AIE - AIE - AIE!!, Heureusement pour lui, ...," etc.

STRATEGICALLY:

- The students have applied their knowledge of texts related to legends to create their own legend. (cognitive)
- They have taken the risk to use and create messages with linguistic structures that are not necessarily a part of this level, for example the passé simple. (socio-affective)
- They have been able to choose grammar rules and linguistic elements necessary to create their legend and improve the communication of the story. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 3 (15-18 years)

INDEPENDENT DRAFT:
(Retyped for easier readability.)

LES DROGUES

C'est un fait tragique comment les jeunes d'aujourd'hui sont entrainés du mauvais bord de la société. Il y a tant de pression sur les jeunes de faire partie d'un groupe, qu'ils risqueraient de demolir leurs vie en faisant des drogues.

La toxicomanie devient un grand probleme avec les jeunes, qu'importe leur râce, leur âge, leur sexe, leur intelligence et leur stature sociale. Les différentes influences sur les jeunes sont les pressions psychologiques, physiques, sociales et ceux exercées par les pairs. Plusieurs jeunes font les drogues seulement en curiosité, mais quand vous commencez, c'est dur d'arrêter.

Oui, ça peut être amusant en premier quand vous sentiez dans les aires, sans problèmes, sans stoucis. Mais c'est pas si amusant de vous réveillez une journée, dans l'hôpital.

Je vous jure, que les drogues sont quelque chose dangereux, non pas un jeu. Alors dites «non» au drogues.

PRESENTATION COPY:

LES DROGUES

C'est un fait tragique comment les jeunes d'aujourd'hui sont entraînés du mauvais bord de la société. Il y a tant de pression sur les jeunes de faire partie d'un groupe, qu'ils risqueraient de demolir **leur** vie en **prenant** des drogues.

La taxicomanie devient un grand probleme **chez** les jeunes, **peu** importe leur **race**, leur âge, leur sexe, leur intelligence et leur **statut social**. Les différentes influences sur les jeunes sont les pressions psychologiques, physiques, sociales **et celles** exercées par les pairs. Plusieurs jeunes **prennent des** drogues seulement **par** curiosité, mais quand vous commencez, c'est **difficle** d'arrêter.

Oui, ça peut être amusant en premier quand vous **vous sentez** dans les **aires**, sans problèmes, sans **soucis**. Mais **ce n'est** pas si amusant de **se réveiller un jour à** l'hôpital.

Je vous jure, que les drogues sont quelque chose **de très dangereux, pas un jeu.** Alors dites «non» **aux** drogues.

The student's messages could have been made clearer had the student been provided with a grid that asks the student to reflect on content and form. Using peer editing, self-editing and teacher guidance the text may have looked like this. The bold represents the corrections made to the text.

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Example 3

Field of Experience:
Adolescents and the law

Type of Text:
Abstract, prepared

Type of Communicative Task:
Journal article for the school newspaper

Type of Communicative Intent:
Narrating a personal opinion on drugs

Age of Students:
15-18 years

Background of the Example:
Students were given an authentic text to read, written by Health and Welfare Canada, and an opportunity to write an article for a newspaper on the topic presented in the text. They were able to use the text to help them find supporting information for their article and a dictionary to help with spelling. They were allowed to choose the opinion they favoured for the activity.

Curriculum Standard:
Students were expected to write an informative article using their knowledge of these types of texts, selecting appropriate vocabulary and verb tense usage to communicate the intended messages.

Features Being Demonstrated by This Example:

Communicatively:

- The student demonstrates the ability to link a series of ideas in a logical and sequential fashion, showing development of thought and ideas by beginning the article, providing a middle and a conclusion.
- The messages are characterized by linked simple and complex sentences which reflect the authentic nature of the text and the communicative task.
- The student used other information to support the opinions presented with the messages providing sufficient and accurate information.
- The student begins to demonstrate the ability to write at a discourse level that uses opinion-taking to link thoughts. For example, one sees the use of "Je vous jure que les drogues sont quelque chose dangereux" as a means of formulating and concluding the student's opinions on the topic.
- The messages are appropriate to the text and the intents are clear and obvious.

Linguistically:

- The vocabulary is varied and appropriate to the task. The student tends to translate the expression "taking drugs" with "faire les drogues" literally. The student also translates "structure sociale" for "social status" as a means of sustaining the communication.
- The student still has some spelling errors, such as accent errors in the cases of "entrainés" and "dur," but these do not necessarily impede the comprehension of the messages being transmitted.
- There is attainment of tense levels but some phrases show errors in syntax, such as "dans l'hôpital" and "si amusant de vous réveillez une journée," etc.; however, these are relatively small linguistic errors such that they would have been corrected in an edited version of the text.

Culturally:

- The authentic document did not supply specific information about francophone opinions on the use of drugs; therefore, one would not expect this information to be present unless the student had prior knowledge in this area.

Strategically:

- The student is using knowledge of text structure and target audience to create the messages. (cognitive)
- The student has taken the initiative to begin, sustain and conclude independently a prepared communication. (socio-affective)
- The student attempts to select and use rules of grammar to improve the communication of the message. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Example 4 (15-18 years)

INDEPENDENT DRAFT AND PRESENTATION COPY:
(Retyped for easier readability.)

Chapitre #2

A 9:30 samedi matin, le 30 janvier un crime s'est passé dans l'immeuble. Jacques, Jacqueline et Jessi Laffont ont été kidnappés. Les trois enfants avaient decidé ce matin-là d'aller seuls au parc près de l'immeuble. Leur mère était occupée avec la vaiselle quand les enfants sont partis. Elle ne savait pas à quelle heure ils sont sortis, mais elle est allé chercher ses enfants à 9:30 du matin.

Jacques, Jacqueline et Jessi Laffont jouaient au parc quand une personne les a kidnappés. Les dernières personnes qui les ont vu étaient Caroline Leonard et son fils Steve et Robert Peré le conciege. Il a laissé les enfants sortir de l'immeuble sans la permission de Mme Laffont. Mme Laffont a immediatement téléphoné aux polices, elle a aussi contacté tous ses voisins. Robert Peré a dit à Mme Laffont qu'il a laissé les enfants sortir dehors de l'immeuble et il a dit que les enfants sont allés jouer au parc. Mme Laffont est allée tout autour de l'immeuble. Elle a trouvé la poupée de Jacqueline dans les escaliers. La poupée avait de la peinture sur la face. Elle a trouvé les manteaux de Jacques et Jessi, elle a aussi trouvé une petite empreinte de pied au 4e étage. Mme Laffont a paniqué. Elle ne pouvait jamais se pardonner si quelque choose arrivait à ses enfants.

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Example 4

Field of Experience:
Characters and personalities

Type of Text:
Abstract, prepared text

Type of Communicative Task:
Creation of a story

Type of Communicative Intent:
Narrating a fictional story

Age of Students:
15-18 years

Background of the Example:
Students used the resource "L'immeuble" to create a fictional story. They were grouped in pairs so as to work on edit and revision techniques.

Curriculum Standard:
Students were expected to use their knowledge of characters and personalities, in addition to plot, in order to create their own original story. They were to use the appropriate verb tenses and all other linguistic elements, including discourse markers, to create a story that demonstrated coherence and cohesion.

Features Being Demonstrated by This Example:

Communicatively:
- The students demonstrate the ability to combine simple and complex sentences to create messages that are interrelated by paragraphs.
- The students demonstrate the ability to organize thoughts in a coherent fashion at the paragraph level showing a beginning, a middle and a transition sentence to lead into the next paragraph.
- The messages are appropriate to the text and the intents are obvious.
- The messages provide accurate information and are representative of the task.

Linguistically:
- The vocabulary used in this example is varied and contextually appropriate for the task. There are three spelling errors noted: "concierge", "escaliers" and "quelque chose."
- The students are demonstrating the correct usage of the imparfait, the passé composé and the plus-que-parfait.
- There is coherence of thought with cohesion being demonstrated at the word, sentence and paragraph level, with sentences that flow logically from one to the next.

Culturally:
- The students have attempted to use formal language that is appropriate to the text, and appropriate writing conventions such as "4e étage."

Strategically:
- The students have applied their knowledge of texts related to stories to create their own story. (cognitive)
- The students have taken the risk to use and create messages with linguistic structures that are not necessarily a part of this level, for example the pluperfect. (socio-affective)
- The students have been able to choose the grammar rules and linguistic elements necessary to create and improve the story. (metacognitive)

This example illustrates a performance standard which is acceptable for this level.

Appendices

Appendix A: Standards Criteria for Performance in the Four Language Skill Areas

STANDARDS CRITERIA FOR LISTENING COMPREHENSION PERFORMANCE
Beginning Level — pp. 21-29*

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Beginning 1	- School - People around us - Weather - Animals - Holidays and celebrations	- isolated words, previously taught, with no understanding of the meaning of idea(s) shared (non-guided situations) - isolated words, previously taught in structured contexts to understand simple, concrete ideas (guided situations)	- using English to explain in very general terms the essence of what is understood, pulling out the odd word in French (non-guided situations) - using French to explain in simple terms the essence of what is understood (guided situations)	- pulling out information (recalling who, what, where, when) - categorizing information (structured/guided) - anticipating (guessing) what will be said (structured/guided) - analyzing simple information (structured/guided)	- relying on visual, auditory and non-verbal clues to guess the meaning of words and situation/context - using word families, cognates, suffixes/prefixes to facilitate comprehension
Beginning 2	- Community - Clothing - Exercise - Food - Housing - Plus **Beg. 1** level fields	- isolated words, previously taught, attempting to guess meaning of main ideas, often being incorrect, as well as attempting to recreate context to assist in understanding idea(s) (non-guided situations) - isolated words or phrases taught in structured contexts to understand simple, concrete ideas (guided situations)	- using English to describe in general terms what is understood in French, adding the odd French word when able to fit into the description (non-guided situations) - using French to explain in simple terms the essence of what is understood (guided situations)	- pulling out information (recalling who, what, where, when) - categorizing information (structured/guided) - anticipating (guessing) what will be said (structured/guided) - analyzing simple information (structured/guided)	- relying on visual, auditory and non-verbal clues to guess the message - using own life experiences to guess situation/context - using word families, cognates, suffixes/prefixes to facilitate comprehension
Beginning 3	- Activities - Vacations - Fine arts - Trades and professions - Hygiene and safety - Plus **Beg. 1** and **2** level fields	- global ideas and highly predictable information within a situation (non-guided situations) - isolated words, phrases and simple sentences taught in structured contexts to understand simple, concrete ideas (guided situations)	- using English to describe in general terms what is understood in French (non-guided situations) - using French to describe in simple terms the essence of what is understood (guided situations)	- pulling out information (recalling who, what, where, when) - categorizing information (structured/guided) - anticipating (guessing) what will be said (structured/guided) - analyzing simple information (structured/guided)	- relying on visual, auditory and non-verbal clues to guess global ideas - using own life experiences to guess situation/context - using word families, cognates, suffixes/prefixes to facilitate comprehension

*Page numbers refer to the sections in the document where the level descriptors and samples are located.

Intermediate Level — pp. 30-35

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Intermediate 4	- Health and exercise - Holidays and celebrations - Clubs and associations - Shopping - Senses and feelings - Plus **Beg.** level fields	- main ideas and some categories of information in concrete and abstract topics (non-guided situations) - some specific details when the topic is concrete (non-guided situations) - main ideas and most specific details in structured contexts (guided situations)	- using English to describe in more detail main ideas and context/ situation (non-guided situations) - using French to describe in simple terms what is understood (guided situations)	- pulling out information (recalling who, what, where, when, why) - categorizing information (structured/ guided) - anticipating what will be said (structured/guided) - applying information - analyzing simple information (structured/guided)	- using knowledge of text types, word families, cognates, suffixes/ prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context
Intermediate 5	- Close friends - Fashion - Social life - Outdoor activities - Advertising - Plus **Beg.** and **Int. 4** level fields	- main ideas and some categories of information in concrete and abstract topics (non-guided and guided situations) - some specific details when the topic is concrete and few details when the topic is abstract (non-guided and guided situations)	- using mostly French to describe main ideas and context/situation (non-guided situations) - using French to describe main ideas and context/situation (guided situations)	- pulling out information (recalling who, what, where, when, why) - categorizing information (structured/ guided) - anticipating what will be said (structured/guided) - applying information - analyzing simple information (structured/guided) - synthesizing/evaluating information (structured/guided)	- using knowledge of text types, word families, cognates, suffixes/ prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context
Intermediate 6	- World of work - Trips, excursions or student exchanges - Money - Role of the media - Conservation and the environment - Plus **Beg.** and **Int. 4** and **5** level fields	- main ideas and some categories of information in concrete and abstract topics (non-guided and guided situations) - many specific details when the topic is concrete and some details when the topic is abstract (non-guided and guided situations)	- using French to describe main ideas and context/situation, adding phrases or information directly pulled from the source (non-guided and guided situations)	- pulling out information (recalling who, what, where, when, why) - categorizing information (structured/ guided) - anticipating what will be said (structured/guided) - applying information - analyzing simple information (structured/guided) - synthesizing/evaluating information (structured/guided)	- using knowledge of text types, word families, cognates, suffixes/ prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - pulling out information verbatim

Advanced Level — pp. 36-40

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Advanced 7	- Challenges for my future - Health and leisure activities - The francophone world - Legends and myths - The sciences—Technology - Plus **Beg.** and **Int.** level fields	- all the main ideas and many supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe in detail what is understood, but using the odd English word or invented word to maintain the recollection of ideas, adding information pulled directly from the source	- pulling out information (recalling who, what, where, when, why) - categorizing information - applying information - anticipating what will be said - analyzing, synthesizing and evaluating information (independently/guided)	- using knowledge of text types, word families, cognates, suffixes/prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information
Advanced 8	- Communications - The future of the world - The arts/Plays - Adolescents and the law - Characters and personalities - Plus **Beg.**, **Int.** and **Adv. 7** level fields	- all the main ideas and almost all supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe in detail what is understood, but using the odd English word or invented word to maintain the recollection of ideas, adding information pulled directly from the source	- pulling out information (recalling who, what, where, when, why) - categorizing information - applying information - anticipating what will be said - analyzing, synthesizing and evaluating information (independently/guided)	- using knowledge of text types, word families, cognates, suffixes/prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information
Advanced 9	- Dealing with government - Humour - Becoming independent - Novels - Social trends and issues - Plus **Beg.**, **Int.** and **Adv. 7** and **8** level fields	- all the main ideas and almost all supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe in detail what is understood, but using the odd English word or invented word to maintain the recollection of ideas, adding information pulled directly from the source	- pulling out information (recalling who, what, where, when, why) - categorizing information - applying information - anticipating what will be said - analyzing, synthesizing and evaluating information (independently/guided)	- using knowledge of text types, word families, cognates, suffixes/prefixes to assist in comprehension - relying on visual, auditory and non-verbal clues to assist in comprehension - using life experiences to assist in understanding situation/context - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information

STANDARDS CRITERIA FOR READING COMPREHENSION PERFORMANCE
Beginning Level — pp. 41-46

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Beginning 1	- School - People around us - Weather - Animals - Holidays and celebrations				
Beginning 2	- Community - Clothing - Exercise - Food - Housing - Plus **Beg. 1** level fields	- isolated words and phrases, previously taught, attempting to guess meaning of main ideas, correct when concrete in nature and highly predictable (non-guided situations) - with abstract texts only able to pull out a few isolated words with no understanding of the ideas shared (non-guided situations) - isolated words, phrases and simple sentences taught in structured contexts to understand simple, concrete ideas (guided situations)	- using English to describe what is understood (non-guided situations) - using French to describe in simple terms the essence of what is understood (guided situations)	- pulling out information - categorizing information (structured/guided) - applying information (structured/guided) - analyzing parts of the text (structured/guided) - inferring meaning at the word level - anticipating (guessing) what can be found in the text - evaluating at the word level (structured/guided)	- relying on visual clues (illustrations, graphs, photos) and contextual clues to guess meaning of words - using life experiences to guess situation/context - using word families, cognates, suffixes/prefixes to facilitate comprehension
Beginning 3	- Activities - Vacations - Fine arts - Trades and professions - Hygiene and safety - Plus **Beg. 1** and **2** level fields	- global ideas and highly predictable information when concrete in nature (non-guided situations) - with abstract texts only able to pull out isolated words with no understanding of the ideas (non-guided situations) - isolated words, phrases and simple sentences taught in structured contexts to understand simple, concrete ideas (guided situations)	- using English to describe what is understood (non-guided situations) - using French to describe in simple terms the essence of what is understood (guided situations)	- pulling out information - categorizing information (structured/guided) - applying information (structured/guided) - analyzing parts of the text (structured/guided) - inferring meaning at the word level - anticipating (guessing) what can be found in the text - evaluating at the word level (structured/guided)	- relying on visual clues and contextual clues to guess global ideas - using own life experiences to guess situation/context - using knowledge of text types, word families, cognates, suffixes/prefixes to facilitate comprehension

Intermediate Level — pp. 47-59

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Intermediate 4	- Health and exercise - Holidays and celebrations - Clubs and associations - Shopping - Senses and feelings - Plus **Beg.** level fields	- main ideas and many specific details when topic is concrete and familiar (non-guided/guided situations) - with unknown words, guessing meaning, often being incorrect - with abstract texts, only able to pull out familiar words/phrases without attaining meaning (non-guided situations)	- using English to describe what is understood (non-guided situations) - using French to describe in simple terms what is understood (guided situations)	- pulling out information - categorizing information - applying information - anticipating (guessing) what can be found in the text - inferring meaning at the sentence level - analyzing concrete texts - synthesizing information (guided) - evaluating concrete texts (guided)	- using knowledge of text types, word families, suffixes/prefixes to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - relying heavily on cognates - using reference materials to facilitate comprehension
Intermediate 5	- Close friends - Fashion - Social life - Outdoor activities - Advertising - Plus **Beg.** and **Int. 4** level fields	- main ideas and many specific details when topic is concrete (non-guided/guided situations) - with unknown words, guessing meaning, often being correct - with abstract texts, only able to pull out factual information (non-guided situations)	- using French to describe what is understood in concrete texts (guided situations) - using English to describe factual information regarding abstract texts (non-guided situations)	- pulling out information - categorizing information - applying information - analyzing parts of the text (guided) - anticipating what can be found in the text - inferring meaning at the sentence level - synthesizing information (guided) - evaluating concrete texts (guided)	- using knowledge of text types, word families, suffixes/prefixes, cognates to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension
Intermediate 6	- World of work - Trips, excursions or student exchanges - Money - Role of the media - Conservation and the environment - Plus **Beg.** and **Int. 4** and **5** level fields	- main ideas and most specific details when topic is concrete and familiar (non-guided/guided situations) - with unknown words, guessing meaning, often being correct - with abstract texts, only able to pull out factual information (non-guided situations)	- using French to describe what is understood, adding phrases or information directly pulled from the source; will insert the odd English word to sustain the description (guided and non-guided situations)	- pulling out information - categorizing information - applying information - analyzing parts of the text - anticipating what can be found in the text - inferring meaning at the sentence level and paragraph level - synthesizing information - evaluating concrete texts (independently)	- using knowledge of text types, word families, suffixes/prefixes, cognates to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - pulling out information verbatim

Advanced Level — pp. 60-63

Language Level	Fields of Experience	Characteristics of Comprehension	Demonstration of Comprehension	Depth of Comprehension	Main Comprehension Strategies
Advanced 7	- Challenges for my future - Health and leisure activities - The francophone world - Legends and myths - The sciences—Technology - Plus **Beg.** and **Int.** level fields	- almost all main ideas and many supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe what is understood, but using the odd invented word or English word to maintain the recollection of ideas, adding information pulled directly from the source	- pulling out information - categorizing information - applying information - analyzing parts of the text - anticipating what can be found in the text - inferring meaning at the discourse level - synthesizing information - evaluating concrete texts (independently) - evaluating abstract texts (guided)	- using knowledge of text types, cognates, word families, suffixes/prefixes to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information
Advanced 8	- Communications - The future of the world - The Arts/Plays - Adolescents and the law - Characters and personalities - Plus **Beg.**, **Int.** and **Adv. 7** level fields	- all main ideas and almost all supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe in detail what is understood, but using the odd invented word or English word to maintain recollection of ideas, adding information pulled directly from the source	- pulling out information - categorizing information - applying information - analyzing parts of the text - anticipating what can be found in the text - inferring meaning at the discourse level - synthesizing information - evaluating concrete texts (independently) - evaluating abstract texts (guided)	- using knowledge of text types, cognates, word families, suffixes/prefixes to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information
Advanced 9	- Dealing with government - Humour - Becoming independent - Novels - Social trends and issues - Plus **Beg.**, **Int.** and **Adv. 7** and **8** level fields	- all main ideas and almost all supporting details in concrete and abstract topics (non-guided/guided situations)	- using French to describe in detail what is understood, but using the odd English word or invented word to maintain recollection of ideas, adding information pulled directly from the source	- pulling out information - categorizing information - applying information - analyzing parts of the text - anticipating what can be found in the text - inferring meaning at the discourse level - synthesizing information - evaluating concrete texts (independently) - evaluating abstract texts (guided)	- using knowledge of text types, cognates, word families, suffixes/prefixes to assist in comprehension - relying on visual clues to assist in comprehension - using life experiences to assist in understanding situation/context - using reference materials to facilitate comprehension - organizing ideas in a coherent fashion - pulling out phrases/information verbatim - hypothesizing, deducing, inferring information

STANDARDS CRITERIA FOR ORAL PRODUCTION PERFORMANCE
Beginning Level — pp. 73-84

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE			GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Fluency**	**Main Production Strategies**
Beginning 1	- School - People around us - Weather - Animals - Holidays and celebrations	- listing - naming - asking and answering ritualized questions - describing simple concepts (e.g., what people, things look like)	- composed of isolated simple words or phrases, or simple sentences as appropriate to the communicative task; dealing with concrete concepts which are limited, structured and modelled; produced in a prepared fashion in a constantly reactive manner; dependent on someone or something else to produce; unable to sustain language use	- beginning to experiment with simple word conventions appropriate to the context and communicative tasks, such as "tu/vous" usage, "nom/prénom," "Bonjour/Salut/Allô," etc.	- limited to fields of the level (approximately 20 vocabulary words per field), in addition to common vocabulary, such as "avoir, être, faire, aller, un/une, le/la/les"	- precision at word level, demonstrating correct word order and agreement of determiner/noun, noun/adjective, subject/verb (present tense)	- approximate pronunciation - staccatto-like delivery/ disjointed in nature - first language influencing melody (stress) and rhythm of the language	- repeating - modelling - using an illustration, sound, object or image to produce a message - using gestures to assist in communicating the message - risking to produce a message
Beginning 2	- Community - Clothing - Exercise - Food - Housing - Plus **Beg. 1** fields	- listing - naming - answering ritualized questions - asking and answering simple questions - giving simple commands - describing simple concepts (e.g., what people, places, things look like, where located, to whom it belongs, etc.) - expressing simple needs	- composed of a number of simple words, phrases or sentences as appropriate to the communicative task; dealing with concrete concepts which are limited, structured and modelled; produced in a prepared manner that is basically reactive; still dependent on someone or something else to produce; unable to sustain language use	- using appropriate simple social conventions from all 10 fields at the word level, while respecting contexts and communicative tasks (see above)	- increased by addition of 5 more fields of experience (approximately 20 words per field) and common vocabulary, such as "avoir, être, faire, aller, un/une, le/la/les" and questions	- precision at word level, demonstrating correct word order and agreement of determiner/noun/adjective, subject/verb (present tense), simple questions, imperative (singular form)	- approximate pronunciation - staccatto-like delivery/ disjointed in nature - first language still influencing melody (stress) and rhythm of the language	- repeating - modelling - using an illustration, sound, object or image to produce a message - using gestures to assist in communicating the message - risking to produce a message
Beginning 3	- Activities - Vacations - Fine arts - Trades and professions - Hygiene and safety - Plus **Beg. 1** and **2** fields	- listing - naming - asking and answering simple questions - giving simple directions/ commands/advice - describing simple concepts (e.g., what people, places, things look like, where located, to whom it belongs, etc.) - expressing simple needs	- composed of many simple words, phrases or simple sentences as appropriate to the communicative task; dealing with concrete concepts which are limited, structured and modelled; produced in a prepared manner which is still dependent on someone or something else to produce; unable to sustain language use	- using appropriate simple, social conventions appropriate to all 15 fields at the word level, while respecting contexts and communicative tasks (see above)	- increased by addition of 5 more fields of experience (approximately 20 words per field) and common vocabulary, such as "avoir, être, faire, aller, un/une, le/la/les" and routine questions	- precision at word level, demonstrating correct word order and agreement of determiner/noun/adjective, subject/verb (present and immediate future tenses), simple questions, imperative (singular/plural form)	- approximate pronunciation - staccatto-like delivery/ disjointed in nature - first language still present in melody (stress) and rhythm of the language	- repeating - modelling - using an illustration, sound, object or image to produce a message - using gestures to assist in communicating the message - risking to produce a message

FSL samples of students' work 181

Intermediate Level — pp. 85-92

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE			GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Fluency**	**Main Production Strategies**
Intermediate 4	- Health and exercise - Holidays and celebrations - Clubs and associations - Shopping - Senses and feelings - Plus all fields from the **Beg.** level	- giving directions/instructions/information/advice - expressing needs/feelings/preferences - asking for information/advice - describing actions - comparing items/people - plus principal communicative intents from **Beginning** level	- composed of simple sentences or a combination of connected simple sentences as appropriate to the communicative task; dealing with familiar topics, mostly concrete in nature; produced mainly in a prepared and modelled fashion; in structured situations of face-to-face interactions still dependent on probing or contextual clues in order to sustain a conversation; dependent on someone else to ask questions	- beginning to incorporate idiomatic expressions (e.g., "Oh la la!, Hé bien!, Tant pis!, Tant mieux!")	- integration of **Beginning** level vocabulary, in addition to vocabulary of fields of experience for **Intermediate 4** level	- precision at sentence structure-level as required by communicative task; demonstrating correct word order and agreement of determiner/noun/adjective, subject/verb (present, immediate future)/adverbs, affirmative/negative/interrogative sentences; adding supporting elements (time, place, justification, e.g., "parce que")	- approximate pronunciation; still inconsistent in both prepared and spontaneous situations - delivery is beginning to demonstrate cohesion at the sentence level, but first language continues to interfere with melody and rhythm of language	- modelling - employing cognates, word families to assist in producing a message - using gestures to assist in communicating the message - risking to produce a message - creating and using own reference material
Intermediate 5	- Close friends - Fashion - Social life - Outdoor activities - Advertising - Plus all fields from the **Beg.** and **Int. 4** levels	- giving directions/instructions/information/advice - expressing needs/feelings/preferences - asking for information/advice - describing actions/simple topics - comparing items/people - narrating events - plus principal communicative intents from **Beginning** level	- composed of a combination of simple and/or complex sentences in a series as appropriate to the communicative task; dealing with familiar topics, mostly concrete in nature; produced mainly in a prepared and modelled fashion; in structured situations of face-to-face interactions still dependent on probing or contextual clues; limited ability to initiate and close a conversation; still dependent on someone else to ask questions to sustain conversation	- incorporating more idiomatic expressions and beginning to experiment with the difference between informal/formal language use	- integration of **Beginning** and **Intermediate 4** level vocabulary, in addition to vocabulary of fields of experience for **Intermediate 5** level	- precision at sentence structure level as required by communicative task; demonstrating correct word order and agreement of determiner/noun/adjective, subject/verb (present, immediate future and past)/adverb; adding connecting elements such as "qui/que" or using sequence conjunctions such as "ensuite, après, puis, alors" etc., pronouns when usage is natural	- near native-like pronunciation in prepared situations; continues to be inconsistent in spontaneous situations - delivery is cohesive at sentence level but rigid between sentences - interference in melody and rhythm is still demonstrated	- modelling - using gestures to assist in communicating the message - employing cognates, word families to assist in producing a message - creating and using own reference materials - beginning to use self-correction techniques
Intermediate 6	- World of work - Trips, excursions or student exchanges - Money - Role of the media - Conservation and the environment - Plus all fields from the **Beg.** and **Int. 4** and **5** levels	- giving directions/instructions/information/advice - expressing needs/feelings/preferences - asking for information/advice - describing actions/simple topics - comparing information/situations - narrating events - making simple hypotheses - plus principal communicative intents from **Beginning** level	- composed of a combination of simple and complex sentences in a series, as appropriate to the communicative task; dealing with familiar topics, mostly prepared; in guided situations of face-to-face interactions beginning to initiate, sustain and close an interaction, but still on basis of questions and answers, showing limited spontaneity	- incorporating, in a more natural way, emotive expressions, such as "d'accord, Hé bien!, Aie!, Ouf!, Pas possible!" and able to respect social conventions using informal/formal language use appropriate to the situation	- integration of **Beginning** and **Intermediate 4** and **5** levels vocabulary, in addition to vocabulary of fields of experience for **Intermediate 6** level	- precision at sentence structure level with movement towards some cohesion between the linking of sentences if the communicative task demands this cohesion; demonstrating correct word order and agreement of: determiner/noun/adjective, subject/verb/(present, immediate future, past, conditional)/adverb; adding connecting/supporting elements, pronouns when usage is natural	- near native-like pronunciation when prepared, but some sounds continue to cause difficulty in spontaneous situations (e.g., h/tion/s/z), conscious of pronunciation, but sometimes doubtful of correct form - interference in melody and rhythm continues	- employing self-correction techniques - self-monitoring production for pronunciation, word usage and tense usage - employing cognates, word families to assist in producing a message - creating and using own reference materials

FSL *samples* of students' work 183

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Advanced Level — pp. 93-104

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE			GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Fluency**	**Main Production Strategies**
Advanced 7	- Challenges for my future - Health and leisure activities - The francophone world - Legends and myths - The sciences—Technology - Plus all the fields from the **Beg.** and **Int.** levels	- extending best wishes/ gratitude/sympathy, etc. - expressing opinions/feelings/ desires - persuading someone to do something - explaining/defining - narrating in more detail - telling a story - hypothesizing - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of simple and/or complex sentences as appropriate to the communicative task, dealing with familiar topics, either concrete or abstract in nature; most often prepared; in guided situations able to initiate, sustain and close an interaction, showing some spontaneity	- incorporation of emotive expressions; beginning to respect social conventions using informal/formal language use appropriate to the situation; experimenting with non-verbal communication	- integration of **Beginning** and **Intermediate** level vocabulary, in addition to vocabulary of the fields of experience for **Advanced 7** level	- precision at simple and complex sentence structure levels as required by the communicative task, demonstrating correct word order and agreement of: determiner/noun/adjective, subject/verb (tenses: past, present, future, conditional, subjunctive); subordinate clauses including discourse elements, such as "avant que, ainsi que, bien que, pour que," etc., pronouns when usage is natural	- near native-like pronunciation when prepared, but still inconsistent in spontaneous situations - some first language interference still occurring with certain specific French sounds and melody (stress, rhythm)	- creating and using own reference materials - using circumlocutions, cognates - groping for words in a spontaneous interaction - sometimes stalling, but attempting to sustain the conversation - self-monitoring, self-correcting of production - paraphrasing - organizing information - synthesizing information
Advanced 8	- Communications - The future of the world - The Arts/Plays - Adolescents and the law - Characters and personalities - Plus all the fields from the **Beg.**, **Int.** and **Adv. 7** levels	- extending best wishes/ gratitude/sympathy, etc. - expressing an opinion/idea(s) and supporting it with some details - persuading someone to do something - explaining/defining - narrating in more detail - telling a story - hypothesizing - discussing - debating - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of simple and/or complex sentences as appropriate to the communicative task, dealing with familiar topics either concrete or abstract in nature; some preparation needed for spontaneous interactions; able to initiate, sustain and close an interaction; beginning to show independence in ability to take a turn or interject appropriately	- incorporation of emotive expressions; beginning to respect social conventions using informal/formal language use appropriate to the situation; continuing to experiment with non-verbal communication	- integration of **Beginning, Intermediate** and **Advanced 7** levels vocabulary, in addition to vocabulary of the fields of experience for **Advanced 8** level	- precision at simple and complex sentence structure levels as required by the communicative task, demonstrating correct word order and agreement of: determiner/noun/adjective, subject/verb (tenses: past, present, future, perfect future, conditional, subjunctive, pluperfect, gerund); subordinate clauses including discourse elements, such as "avant que, pour que, tandis que, lorsque, de plus, en outre, car," etc., pronouns when usage is natural	- near native-like pronunciation when prepared, but still inconsistent in spontaneous situations - some first language interference still occurring with certain specific French sounds and melody (stress, rhythm)	- creating and using own reference materials - using circumlocutions, cognates - groping for words in a spontaneous interaction - sometimes stalling, but attempting to sustain the conversation - self-monitoring, self-correcting of production - paraphrasing - organizing information - synthesizing information
Advanced 9	- Dealing with government - Humour - Becoming independent - Novels - Social trends and issues - Plus all the fields from previous levels	- extending best wishes/ gratitude/sympathy, etc. - expressing an opinion/idea(s) and supporting it with specific details - persuading someone to do something - explaining/defining - narrating in more detail - telling a story - hypothesizing - discussing - debating - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of simple or complex sentences as appropriate to the communicative task, dealing with familiar topics either concrete or abstract in nature; some preparation needed for spontaneous interactions; able to initiate, sustain and close an interaction; showing independence in ability to take a turn or interject appropriately	- incorporation of emotive expressions; respecting most social conventions using informal/formal language use appropriate to the situation; continuing to experiment with non-verbal communication	- integration of **Beginning, Intermediate** and **Advanced 7** and **8** levels vocabulary, in addition to vocabulary of the fields of experience for **Advanced 9** level	- precision at simple and complex sentence structure levels as required by the communicative task, demonstrating correct word order and agreement of: determiner/noun/adjective, subject/verb (tenses: past, present, future, conditional, subjunctive, pluperfect, gerund); subordinate clauses, including discourse elements such as "avant que, pour que, tandis que, lorsque, de plus, en outre, car," etc., pronouns when usage is natural	- near native-like pronunciation, some inconsistency in spontaneous situations - some first language interference still occurring with certain specific French sounds and melody (stress, rhythm)	- using circumlocutions, cognates - sometimes groping for words in a spontaneous interaction - sometimes stalling, but attempting to sustain the conversation - self-monitoring, self-correcting of production - paraphrasing - organizing information - synthesizing information

STANDARDS CRITERIA FOR WRITTEN PRODUCTION PERFORMANCE
Beginning Level — p. 105-131

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE		GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Main Production Strategies**
Beginning 1	- School - People around us - Weather - Animals - Holidays and celebrations						
Beginning 2	- Community - Clothing - Exercise - Food - Housing - Plus **Beg. 1** fields	- listing - labeling - asking and answering simple questions - giving simple commands/advice/information - describing simple concepts (e.g., what people, places, things look like, where located, to whom it belongs, etc.)	- composed of isolated words, combination of simple words, phrases or simple sentences as appropriate to the communicative task; dealing with concrete concepts, produced in a prepared manner; basically reactive, limited, structured, and modelled; still dependent on someone or something else to produce; unable to sustain language use	- using appropriate simple writing conventions for all 10 fields at the word level while respecting the context and communicative task; for example, correct position of the monetary symbol "2,50 $," the use of abbreviations like: M., Mme, Mlle, ave., St-Paul, etc.	- fields of experience for **Beg. 1** and **2** (approximately 20 words per field) and common vocabulary, such as "avoir, être, faire, aller, un/une, le/la/les" and questions	- precision at word level, demonstrating correct word order of simple, ritualized sentences - correct spelling of words - agreement of determiner/noun; adjective/noun; subject/verb (present tense), imperative (singluar form)	- copying a model - following a model - using reference materials to assist in the production - taking the risk to produce a message
Beginning 3	- Activities - Vacations - Fine arts - Trades and professions - Hygiene and safety - Plus **Beg. 1** and **2** fields	- listing - labeling - asking and responding to simple questions - giving simple directions/commands/advice/information - describing simple concepts (e.g., what people, places, things look like, where located, to whom it belongs, etc.)	- composed of many simple words, phrases or simple sentences as appropriate to the communicative task; dealing with concrete concepts, produced in a prepared manner; still dependent on someone or something else to produce; limited, structured and modelled; unable to sustain language use	- using appropriate simple writing conventions for all 15 fields at the word level, while respecting the context and communicative task (see above)	- increased by the addition of 5 more fields of experience (approximately 20 words per field) and common vocabulary, such as "avoir, être, faire, aller, un/une, le/la/les" and questions	- precision at word level, demonstrating correct word order of simple sentences - correct spelling of words - agreement of determiner/noun; adjective/noun; subject/noun (present and immediate future tenses), imperative (singular/plural form)	- copying a model - following a model - using reference materials to assist in the production - taking the risk to produce a message

FSL samples of students' work 187

Intermediate Level — pp. 132-150

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE		GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Main Production Strategies**
Intermediate 4	- Health and exercise - Holidays and celebrations - Clubs and associations - Shopping - Senses and feelings - Plus all fields from the **Beg.** level	- giving directions/instructions/ advice/information - expressing needs/feelings/ preferences - asking for information/advice - describing actions - comparing items/people - plus principal communicative intents from the **Beginning** level	- composed of a list of simple sentences or combined simple sentences as appropriate to the communicative task; dealing with familiar topics, mostly concrete in nature; produced in a structured, guided and/or modelled fashion	- using appropriate simple writing conventions for the communicative task	- integration of **Beginning** level vocabulary, in addition to the vocabulary of fields of experience for **Intermediate 4** level	- precision at sentence structure level, demonstrating correct spelling of words, correct word order and agreement of: determiner/noun/adjective; subject/verb (tenses: present, immediate future)/adverb; affirmative/negative/interrogative sentences, adding supporting elements (e.g., "parce que, premièrement," time, place)	- following a model - taking the risk to produce a message - using reference materials (e.g., unilingual/bilingual dictionaries) to produce/revise message - using checklists for content and language accuracy - using editing/revision techniques to improve the message
Intermediate 5	- Close friends - Fashion - Social life - Outdoor activities - Advertising - Plus all fields from the **Beg.** and **Int. 4** levels	- giving directions/instructions/ advice/information - expressing needs/feelings/ preferences - asking for information/advice - describing actions/simple topics - comparing items/people - narrating events - plus principal communicative intents from the **Beginning** level	- composed of a list of simple and/or complex sentences as appropriate to the communicative task; dealing with familiar topics; mostly concrete in nature, produced mainly in a prepared structured, guided and/or modelled fashion	- using appropriate simple writing conventions for the communicative task	- integration of **Beginning** and **Intermediate 4** level vocabulary, in addition to the vocabulary of fields of experience for **Intermediate 5** level	- precision at sentence structure level, demonstrating correct spelling of words, correct word order and agreement of: determiner/noun/adjective; subject/verb (tenses: present, immediate future and past)/ adverb; adding supporting elements such as "qui/que" to connect simple sentences or using sequence conjuctions, such as "ensuite, après, puis, alors, finalement, aussi," etc., pronouns when usage is appropriate	- following a model - using reference materials (e.g., unilingual/bilingual dictionaries) to produce/revise message - using checklists for content and language accuracy - using editing/revision techniques to improve the message
Intermediate 6	- World of work - Trips, excursions or student exchanges - Money - Role of the media - Conservation and the environment - Plus all fields from the **Beg.** and **Int. 4** and **5** levels	- giving directions/instructions/ advice/information - expressing needs/feelings/ preferences - asking for information/advice - describing actions/simple topics - comparing information/ situations - making simple hypotheses - plus principal communicative intents from the **Beginning** level	- composed of a series of simple and/or complex sentences as appropriate to the communicative task; dealing with familiar topics, mostly prepared in a guided and/or modelled fashion; showing a beginning, middle and an end at the paragraph level if appropriate to the task	- demonstrating use of informal/formal language usage as appropriate to the context and the task - demonstrating appropriate writing conventions based on the communicative task	- integration of **Beginning** and **Intermediate 4** and **5** levels vocabulary, in addition to the vocabulary of fields of experience for **Intermediate 6** level	- precision at sentence structure level with movement towards some cohesion between the linking of sentences, demonstrating correct spelling, correct word order and agreement of: determiner/ noun/adjective; subject/verb (tenses: past, present, future, past, conditional)/adverbs; adding supporting elements to connect ideas and sequences, pronouns when usage is appropriate	- following a model - using reference materials (e.g., unilingual/bilingual dictionaries) to produce/revise message - using checklists for content and language accuracy - using editing/revision techniques to improve the message - planning independently the organization, content and format of production

Advanced Level — pp. 151-165

	EXPERIENCE	COMMUNICATION		CULTURE	LANGUAGE		GENERAL LANGUAGE EDUCATION
Language Level	**Fields of Experience**	**Principal Communicative Intents**	**Characteristics of the Message**	**Sociolinguistic Features**	**Vocabulary**	**Grammatical and Structural Accuracy**	**Main Production Strategies**
Advanced 7	- Challenges for my future - Health and leisure activities - The francophone world - Legends and myths - The sciences—Technology - Plus all fields from the **Beg.** and **Int.** levels	- extending best wishes/ gratitude/sympathy/etc - expressing an opinion, feelings or desires - persuading someone to do something - explaining/defining - narrating in detail - telling a story - hypothesizing - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of a series of coherent and cohesive simple and complex sentences, creating paragraphs as appropriate to the communicative task; dealing with familiar topics, either concrete or abstract in nature; most often guided; able to begin, develop and appropriately conclude the communication	- using appropriate writing conventions for the text - using informal/formal language based on the type of text and the context - tailoring text to suit target audience	- integration of **Beginning** and **Intermediate** levels vocabulary, in addition to vocabulary of the fields of experience for **Advanced 7** level	- precision at simple and complex sentence structure level and at paragraph level, including correct word order, correct spelling and agreement of determiner/noun/ adjective/subject/verb (tenses present, future, past, conditional, subjunctive)/subordinate clauses, including discourse elements, such as "avant que, ainsi que, bien que," etc., pronouns when usage is appropriate	- choosing and using reference materials to produce/revise message - creating organizational frameworks for developing ideas - planning effective format/ presentation - using checklists and other editing techniques to revise production
Advanced 8	- Communications - The future of the world - The Arts/Plays - Adolescents and the law - Characters and personalities - Plus all fields from the **Beg.**, **Int.** and **Adv. 7** levels	- extending best wishes/ gratitude/sympathy/etc - expressing an opinion/idea(s) and supporting it with some details - persuading someone to do something - explaining/defining - narrating in detail - telling a story - hypothesizing - discussing - arguing a point - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of a series of coherent and cohesive simple and complex sentences creating paragraphs as appropriate to the communicative task; dealing with familiar topics either concrete or abstract in nature; prepared with limited guidance; able to begin, develop and appropriately conclude the communication	- using appropriate writing conventions for the text - using informal/formal language based on the type of text and the context - tailoring text to suit target audience	- integration of **Beginning**, **Intermediate** and **Advanced 7** levels vocabulary, in addition to vocabulary of the fields of experience for **Advanced 8** level	- precision at simple and complex sentence structure level and at paragraph level, including correct word order, correct spelling and agreement of determiner/noun/ adjective/subject/verb (tenses present, future, past, conditional, subjunctive, pluperfect, gerund); adding subordinate clauses, including discourse elements, such as "avant que, pour que, tandis que, lorsque, de plus, en outre," etc., pronouns when usage is appropriate	- choosing and using reference materials to produce/revise message - creating organizational frameworks for developing ideas - planning effective format/ presentation - using checklists and other editing techniques to revise production
Advanced 9	- Dealing with government - Humour - Becoming independent - Novels - Social trends and issues - Plus all fields from the **Beg.**, **Int.** and **Adv. 7** and **8** levels	- extending best wishes/ gratitude/sympathy/etc - expressing an opinion/idea(s) and supporting it with specific details - persuading someone to do something - explaining/defining - narrating in more detail - telling a story - hypothesizing - discussing - arguing a point - plus principal communicative intents from **Beg.** and **Int.** levels	- composed of a series of coherent and cohesive simple and complex sentences creating paragraphs as appropriate to the communicative task; dealing with familiar topics either concrete or abstract in nature; prepared with limited guidance; able to begin, develop and appropriately conclude the communication	- using appropriate writing conventions for the text - using informal/formal language based on the type of text and the context - tailoring text to suit target audience	- integration of **Beginning**, **Intermediate**, and **Advanced 7** and **8** levels vocabulary, in addition to vocabulary of the fields of experience for **Advanced 9** level	- precision at simple and complex sentence structure level and at paragraph level, including correct word order, correct spelling and agreement of determiner/noun/ adjective/subject/verb (tenses present, future, past, conditional, subjunctive, pluperfect, gerund); adding subordinate clauses, including discourse elements, such as "avant que, pour que, tandis que, lorsque, de plus, en outre," etc., pronouns when usage is appropriate	- choosing and using reference materials to produce/revise message - creating organizational frameworks for developing ideas - planning effective format/ presentation - using checklists and other editing techniques to revise production

FSL samples
Students' Book
191

Appendix B: Summary Tables for Reasons for Listening to or Reading Texts

TABLE ONE

Reason for Listening / Text Type	Decision-Making	Problem-Solving	Information-Seeking	Information-Gathering	Curiosity/ Pleasure
Weather reports	√	√	√	√	√
Interviews			√	√	√
News reports			√	√	√
Conversations (informal/formal)	√	√	√	√	√
P.A. announcements	√	√	√	√	√
Telephone calls (informal/formal)	√	√	√	√	√
Lectures			√	√	√
Oral presentations			√	√	√
Surveys (read aloud)	√	√	√	√	
Radio talk-shows		√			√
Songs					√
Commercials	√	√	√	√	√
Sports casts			√		√
Recorded messages on an answering machine	√		√		√
Television programs	√	√	√		√
Debates	√	√	√	√	√
Feature films				√	√
Documentaries			√	√	√

Please note that these tables are not exhaustive; rather their intent is to provide examples of the variety of texts that students can become exposed to in real life.

TABLE TWO

Reason for Listening / Text Type	Decision-Making	Problem-Solving	Information-Seeking	Information-Gathering	Curiosity/ Pleasure
Weather reports	√	√	√	√	√
Interviews			√	√	√
News articles			√	√	√
Tables of contents	√	√	√	√	√
Indexes	√	√	√	√	√
Classified ads	√	√	√	√	√
Personals	√	√	√	√	√
Surveys	√	√	√	√	√
Letters (formal)	√	√	√	√	√
Letters (informal)				√	√
Postcards				√	√
Magazine articles	√	√	√	√	√
Poems			√	√	√
Novels			√	√	√
Advertisements	√	√	√	√	√
Announcements	√	√	√	√	√
Letters to the editor			√	√	√
Cartoons					√
Flyers	√	√	√	√	√
Brochures	√	√	√	√	√
Manuals	√	√	√	√	√
Maps	√	√	√	√	√
Memos	√	√	√	√	√
Invitations	√	√	√	√	√
Business cards	√	√	√	√	√
Price tags	√	√	√	√	√
Labels	√	√	√	√	√
Instructions	√	√	√	√	√
Recipes	√	√	√	√	√
Short stories			√	√	√
Critiques (e.g., film, novel, etc.)	√	√	√	√	√

Appendix C: Background Information Contained in the Authentic Listening/Reading Texts

LISTENING TEXTS

The first text the students listened to was dealing with a public announcement over a P.A. system in which the announcer described clothing items and food items that were being reduced within the next 20 minutes. The announcer mentioned the type of reductions in either dollar or percentage terms. This text was 30 seconds in length. The second text was a conversation between two young girls in which one of the girls, Julia Greco, 16 years of age, wanted to put up a babysitting ad on the bulletin board of her apartment building. Her friend advised her to give personal information relating to her name, telephone number, hours available and salary required. This text was 1 minute in length. For the third text, two options were used. One text was a radio commercial by Health and Welfare Canada, in which two teenagers discussed the dangers of drinking and driving, and the kinds of decisions one should be making after having had a few drinks such as not driving and taking the bus or a taxi instead of risking one's life. This text was 1 minute and 20 seconds in length. The other text was an interview between a bicycle courier and a female interviewer, in which the interviewer asked the cyclist a number of questions relating to his job, its benefits and disadvantages. The cyclist provided information on his salary and working conditions. This text was 5 minutes in length.

The amounts of what the students have understood and how the students are demonstrating this comprehension are illustrated. It is important to remember that the examples were obtained in a situation in which students were not given any previous context nor were they taught the material specifically for this situation (non-guided situation). They were only asked to listen to the texts and provide, on paper, what they believed they were able to comprehend. They heard the texts twice and were allowed to add more information if they understood more the second time around. The second listening is indicated in the reproduced text by a slash (/) mark.

The best use of these samples is in the case of placement or for diagnosing comprehension strengths and/or difficulties.

READING TEXTS

As in the case of the listening comprehension section, there are two ways in which to gather data and assess the skill: 1) through guided activities or 2) through a process which asks students to identify what they are able to understand in a variety of written texts for placement or diagnostic purposes in a non-guided situation.

The samples illustrate the amount of text the students have understood and how they are demonstrating this comprehension when asked to read authentic texts. These samples are found in the sections which refer specifically to the use of authentic texts. It is important to remember that these examples were obtained in a situation in which students were not given any previous instruction. They were only asked to read the texts and provide, on paper, what they believed they were able to comprehend. They were given the same procedures as in the listening section, only this time, in order to determine what strategies were being employed, the students were asked to indicate how they knew that the text they were reading was either a letter, a poem, a story or a classified ad. Although there were five texts to choose from, only two or three were given at any one time, depending on age and time. The classified ad was always given as the basal text. The other texts were then chosen on the basis of how well the majority of the students were understanding the classified ad.

In order to respect the concept of reinvestment, the content of the reading texts chosen attempted to replicate, as closely as possible, the type of content the students had previously heard in the listening texts. The first text contained three separate classified ads from a French language newspaper, containing similar and distinct information. The three ads were looking for nannies. Each ad gave a contact name, a telephone number, and the number of children to be taken care of and their ages. The rest of the information varied from ad to ad. This text was chosen for its redundant information, in addition to its exclusive information.

The second text was a letter regarding a telephone call made to Le Monde à Bicyclette. The call was requesting information from the organization regarding bicycle safety. As a result of the call, the writer mentioned enclosing brochures and their newspaper. In addition, the writer of the letter also encouraged the recipient of the letter to become a member of their organization and concluded the letter in the formal standard format used in French.

The third text was a portion of a bicycle safety brochure from "La société de l'assurance automobile du Québec," which discussed the reasons why more people are cycling. As a result of increased activity in this area, more people are injured or die from cycling accidents. It was reported that in 60 percent of the cases these accidents were not necessarily being caused by motorists, but rather as a result of cyclists' errors and were directly related to

traffic violations. The text provided some suggestions for riding one's bike more safely, such as being alert, listening for oncoming traffic, ensuring that one is visible and not taking risks. Their final comment was that safe cycling begins by respecting the rules of the road and by adopting preventive behaviour to ensure safety.

The fourth text was a poem by Jacques Prévert entitled "Déjeuner du matin," in which the poet described the activities of a person during breakfast before he/she leaves his/her partner. This poem was chosen since it contained simple vocabulary and language structures, yet allowed students to interpret what was happening.

The fifth text was a short story entitled "La femme au parapluie" by Michel Tremblay. The story was about a man who found a black umbrella that had been left behind at an establishment. The person who lost the umbrella calls the place where she has left it. The man asks how she knows that he has found it and she replies that she had intentionally left it for him to find. She tells him where to meet her so that she can get her umbrella back. When they do meet, she asks him to jump over the guard rail into the river, which he does. She then leaves the umbrella again for someone else to find. This is the literal rendition of the text and was chosen to see if students could interpret the literary essence of the work. That is, to see if the students were able to interpret the meaning of the symbols (the umbrella and the woman) in the context of the story.

A combination of these texts were then used to determine the students' reading comprehension level.

Appendix D: Analysis, Profile and Assessment Grids

Oral Production Analysis

FIELD OF EXPERIENCE: _____

TYPE OF COMMUNICATIVE TASK: _____

TYPE OF TEXT: Concrete Prepared | Concrete Spontaneous | Abstract Prepared | Abstract Spontaneous

TYPE OF COMMUNICATIVE INTENT: _____

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase I) 1. **Experience/ Communication**	**1. How is the message formed?** - non-verbally ❑ - isolated words ❑ - phrases ❑ - simple sentences ❑ - linked simple sentences ❑ - complex sentences ❑ - combination of simple and complex sentences ❑ **2. Is the message ...?** - unintelligible ❑ - clear ❑ - appropriate to the type of text ❑ - obvious ❑ - precise ❑ **3. Does the message provide ...?** - sufficient information ❑ - accurate information ❑
(Phase II) 2. **Language**	**4. Is the vocabulary ...?** - inappropriate to the task ❑ - limited ❑ - rich ❑ - appropriate to the task ❑ - varied ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more. **5. Is the student demonstrating ...?** - faulty pronunciation which interferes with the comprehension of the message ❑ - some faulty pronunciation which does not interfere with the comprehension of the message ❑ - near natural pronunciation ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more. **6. Are the ideas organized ...?** - sequentially ❑ - in a logical fashion ❑ - showing appropriate development (coherence) ❑

cont'd . . .

. . . cont'd

COMPONENT	CHARACTERISTICS DEMONSTRATED
	7. Is there cohesion at ...? - the word order level ❑ - the sentence level ❑ - the paragraph level ❑ - the discourse level ❑ **8. Is the grammar usage appropriate at ...?** - the verb tense level ❑ - the agreement level (e.g., gender, adjective, plurality, verb) ❑ - the relative clause level ❑ - the discourse level ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more.
(Phase III) 3. **Culture** 4. **General Language Education**	**9. To facilitate the comprehension of the message produced, the student used:** - culturally appropriate information ❑ - culturally appropriate conventions ❑ - culturally appropriate gestures, social space, etc. ❑ • non-verbal expressions, such as: - gestures ❑ - drawings ❑ - facial expressions ❑ • verbal expressions, such as: - repetition ❑ - definitions ❑ - circumlocution ❑ - paraphrasing ❑ • specific strategies, such as: - modelling an oral production ❑ - resorting to a dictionary ❑ - taking the risk to express a message orally ❑ - using self-correction techniques ❑ - using first language referents to create a message (life experiences, cognates, knowledge of text types, etc.) ❑ **10. Other information:**

Communicative language competency level: _____

WRITTEN PRODUCTION ANALYSIS

FIELD OF EXPERIENCE: _____

TYPE OF COMMUNICATIVE TASK: _____

TYPE OF TEXT: Concrete Prepared | Concrete Spontaneous | Abstract Prepared | Abstract Spontaneous

TYPE OF COMMUNICATIVE INTENT: _____

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase I) 1. **Experience/ Communication**	**1. How is the message formed?** - non-verbally ❑ - isolated words ❑ - phrases ❑ - simple sentences ❑ - linked simple sentences ❑ - complex sentences ❑ - combination of simple and complex sentences ❑ **2. Is the message ...?** - unintelligible ❑ - clear ❑ - appropriate to the type of text ❑ - obvious ❑ - precise ❑ **3. Does the message provide ...?** - sufficient information ❑ - accurate information ❑
(Phase II) 2. **Language**	**4. Is the vocabulary ...?** - inappropriate to the task ❑ - limited ❑ - rich ❑ - appropriate to the task ❑ - varied ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more. **5. Is the spelling appropriate at ...?** - the word level ❑ - the agreement level ❑ - the verb tense level ❑ - the relative clause level ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more. **6. Are the ideas organized ...?** - sequentially ❑ - in a logical fashion ❑ - showing appropriate development (coherence) ❑ **7. Is there cohesion at ...?** - the word order level ❑ - the sentence level ❑ - the paragraph level ❑ - the discourse level ❑

cont'd . . .

. . . cont'd

COMPONENT	CHARACTERISTICS DEMONSTRATED
(Phase II) 2. **Language**	**8. Is the grammar usage appropriate at ...?** - the verb tense level ❑ - the agreement level (e.g., gender, adjective, plurality, verb) ❑ - the relative clause level ❑ - the discourse level ❑ Number of errors 0 1 2 3 4 5 6 7 8 9 10 or more.
(Phase III) 3. **Culture** 4. **General Language Education**	**9. To facilitate the comprehension of the message produced, the student:** - used culturally appropriate information ❑ - used culturally appropriate conventions ❑ - copied a model ❑ - used a dictionary ❑ - used an edited version ❑ - followed a writing plan ❑ - followed a model ❑ - took the risk to get the message across ❑ - used first language referents to create a message (life experiences, cognates, knowledge of text types, etc.) ❑ **10. Other information:**

Communicative language competency level: _____

Language Competency Profile

Name: _____ **Date:** _____

Grade/Level: _____

Language Skill / Component	Oral Comprehension	Reading Comprehension	Oral Production	Written Production
Experience/ Communication				
Culture				
Language				
General Language Education				

General Comments:

Oral Production Profile

Name: _____ **Type of Communicative Task:** _____

Date: _____ **Type of Communicative Intent:** _____

Grade/Level: _____

Experience/Communication:	**Culture:**
Language:	**General Language Education:**

Written Production Profile

Name: _____ **Type of Communicative Task:** _____

Date: _____ **Type of Communicative Intent:** _____

Grade/Level: _____

Experience/Communication:	**Culture:**
Language:	**General Language Education:**

Global Oral/Written Production Criteria

Name: _____ **Type of Communicative Task:** _____

Date: _____

Characteristics of the Message:

Standard	Communication Content of message/how formed		Culture Sociolinguistic		Language Vocabulary, grammar, structure		General Language Education Strategies used	
	Content required:		**Conventions/ Information required:**		**Precision required:**		**Strategies (possibly) employed:**	
Excellent	Complete — all elements requested are present - appropriate to situation/ context (e.g., simple/complex sentences, isolated words)		- appropriate conventions/ information used for the situation/context		- accurate use of grammar rules, vocabulary, pronunciation/spelling, word order and sentence structure as it relates to the communicative task		- effectively sustained, using a variety of strategies	
Acceptable	Partially complete — almost all elements requested are present - somewhat appropriate to situation/context		- some appropriate conventions/information used for the situation/ context		- some errors in grammar usage, vocabulary, pronunciation/spelling, word order and sentence structure as it relates to the communicative task		- partially sustained, using a number of strategies	
Not acceptable	Insufficient — far too many elements are missing - incomprehensible/ inappropriate to situation/ context		- few, if any, appropriate conventions/information used for the situation/ context		- far too many errors in grammar usage, vocabulary, pronunciation/spelling, word order and sentence structure as it relates to the communicative task		- unsustained, not one strategy used	
Total: /								

Glossary

Communicative intent: provides the reason or need for communicating and is often referred to as a language function which involves the comprehension or production skills.

Communicative task: an authentic task which is carried out in real life, such as listening to a public service announcement for the name of the sponsor, reading a magazine article on the environment for information to be used in a presentation, phoning a friend to find out at what time the group is leaving for the mountains, writing a letter to obtain information on a new product, etc.

Cut scores: categorize three basic levels of performance — unacceptable, acceptable and exceptional (standard of excellence) — based on a quantified continuum which defines the number of questions or points a student needs in order to attain the passing standard or the standard of excellence or to ascertain that he/she has not attained the passing standard.

Formally taught: refers to the pedagogical process used to present, develop and refine a skill or knowledge.

Learned: refers to the process in which knowledge can be acquired by incidental discovery or in a formal situation.

Rubrics: are scaled descriptors which quantify degrees of performance for a certain criterion.

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